

June 29, 2010

**2010** **FCAT**  
Florida Comprehensive Assessment Test®

# Reading and Mathematics, Grades 3-10

## Science, Grades 5, 8 and 11

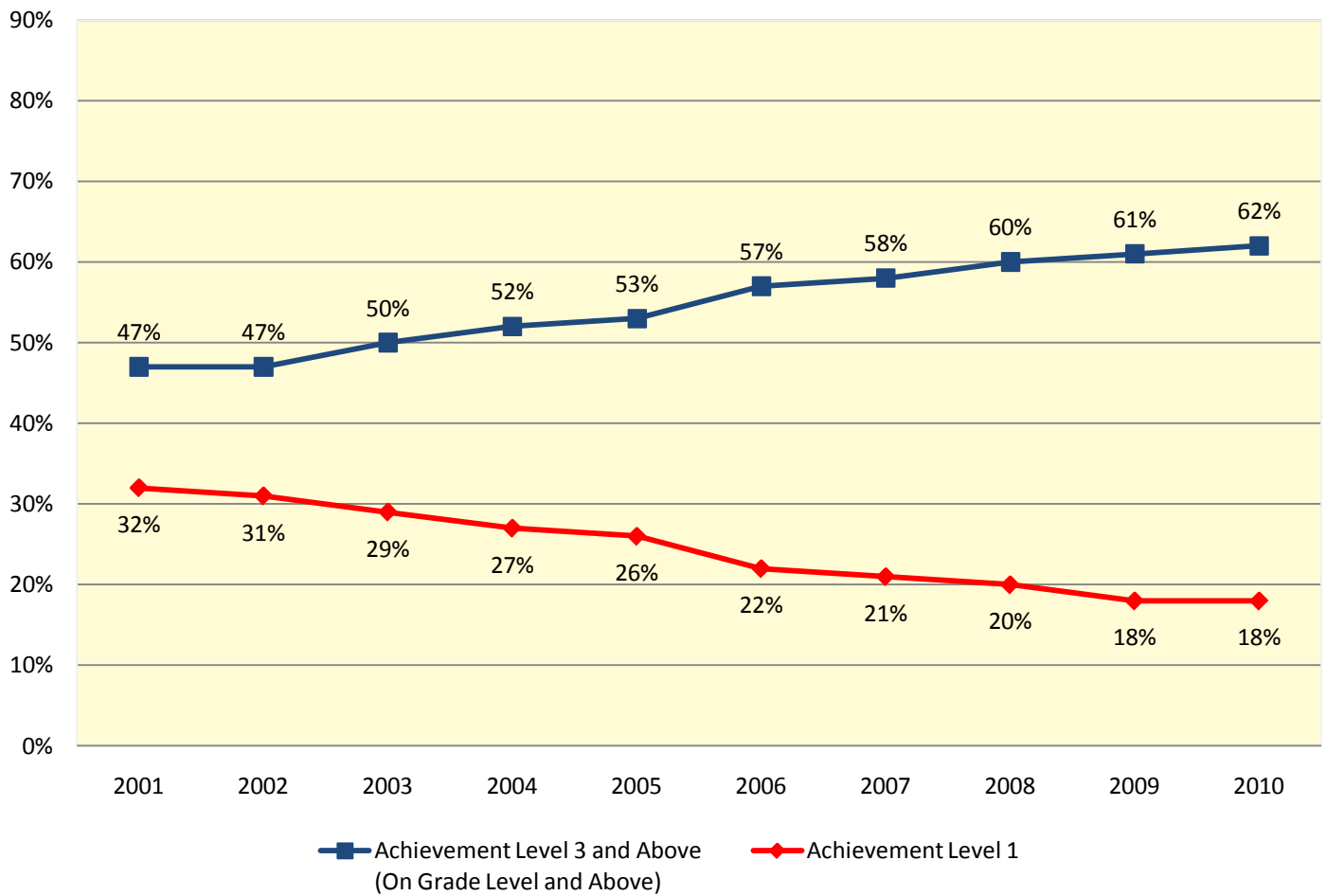




# READING

Percentages displayed in this document for 2009 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made to student demographic data subsequent to last year's FCAT release.

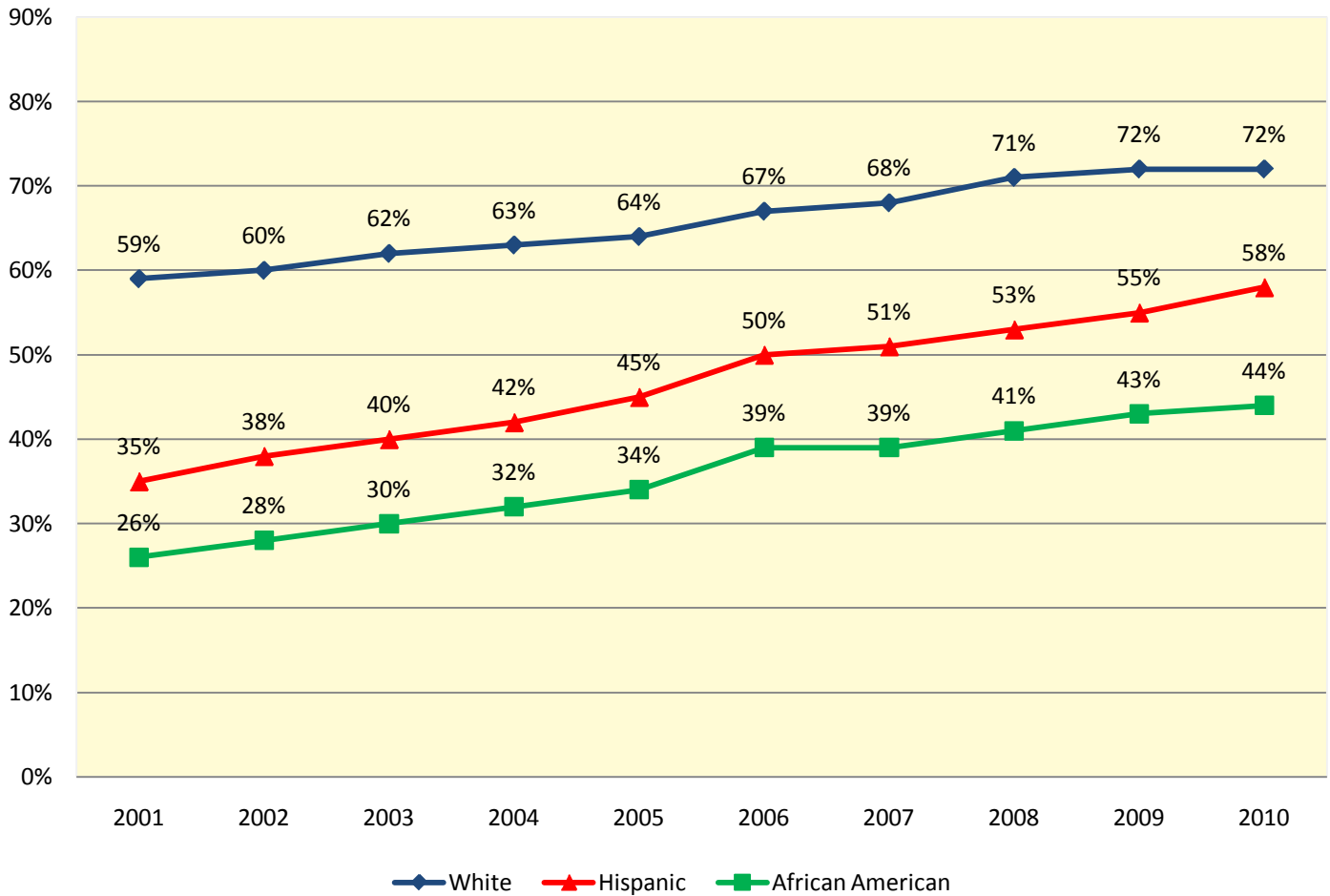
## FCAT Reading by Achievement Level Grades 3-10



In 2010, 62 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 52 percent in 2004, 53 percent in 2005, 57 percent in 2006, 58 percent in 2007, 60 percent in 2008, and 61 percent in 2009. In 2010, 18 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 32 percent in 2001, 31 percent in 2002, 29 percent in 2003, 27 percent in 2004, 26 percent in 2005, 22 percent in 2006, 21 percent in 2007, 20 percent in 2008, and is equal to 18 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

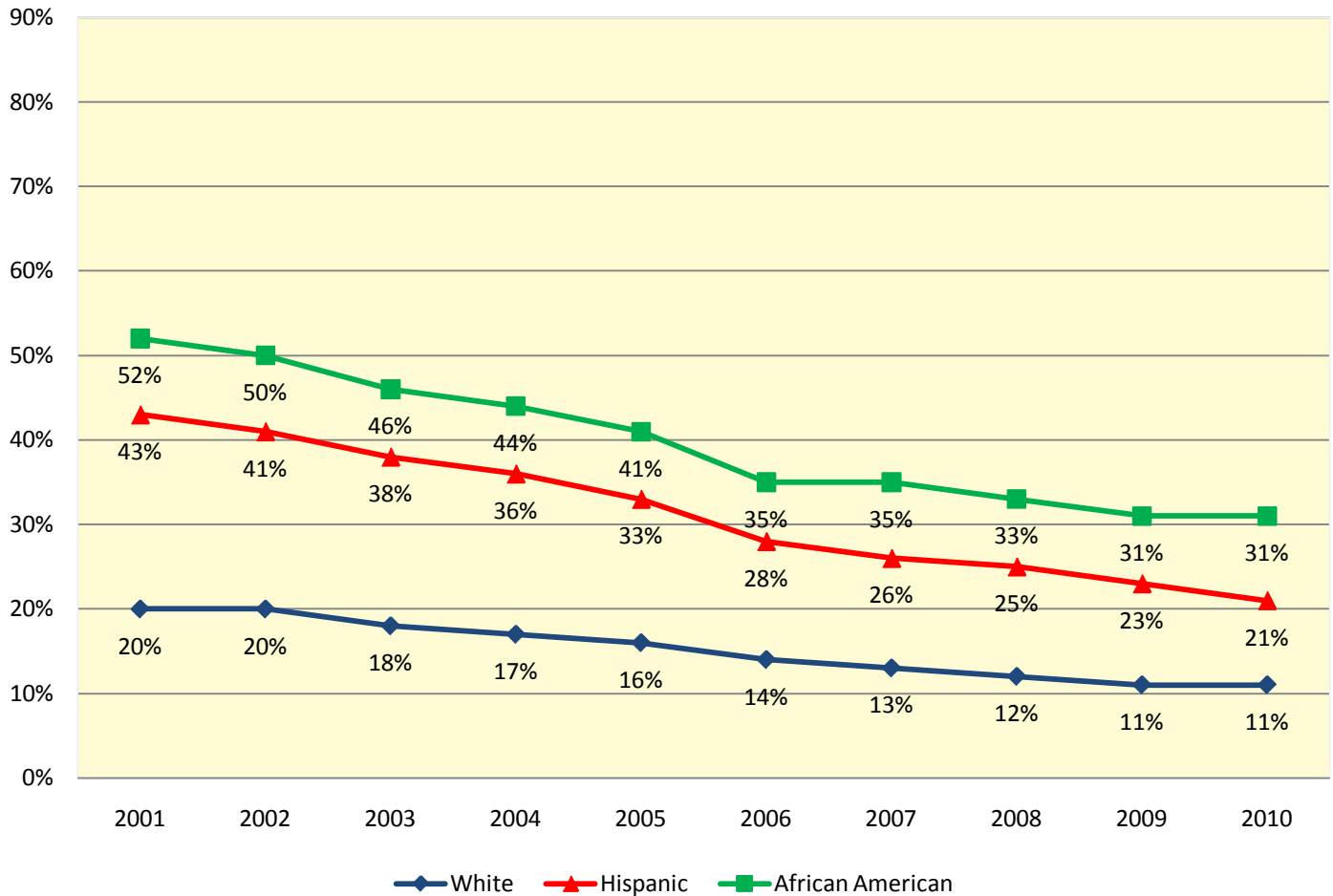
## FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 3-10



In 2010, 72 percent of White students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 59 percent in 2001, 60 percent in 2002, 62 percent in 2003, 63 percent in 2004, 64 percent in 2005, 67 percent in 2006, 68 percent in 2007, 71 percent in 2008, and is equal to 72 percent in 2009. In 2010, 58 percent of Hispanic students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 35 percent in 2001, 38 percent in 2002, 40 percent in 2003, 42 percent in 2004, 45 percent in 2005, 50 percent in 2006, 51 percent in 2007, 53 percent in 2008, and 55 percent in 2009. In 2010, 44 percent of African American students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 26 percent in 2001, 28 percent in 2002, 30 percent in 2003, 32 percent in 2004, 34 percent in 2005, 39 percent in 2006, 39 percent in 2007, 41 percent in 2008, and 43 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

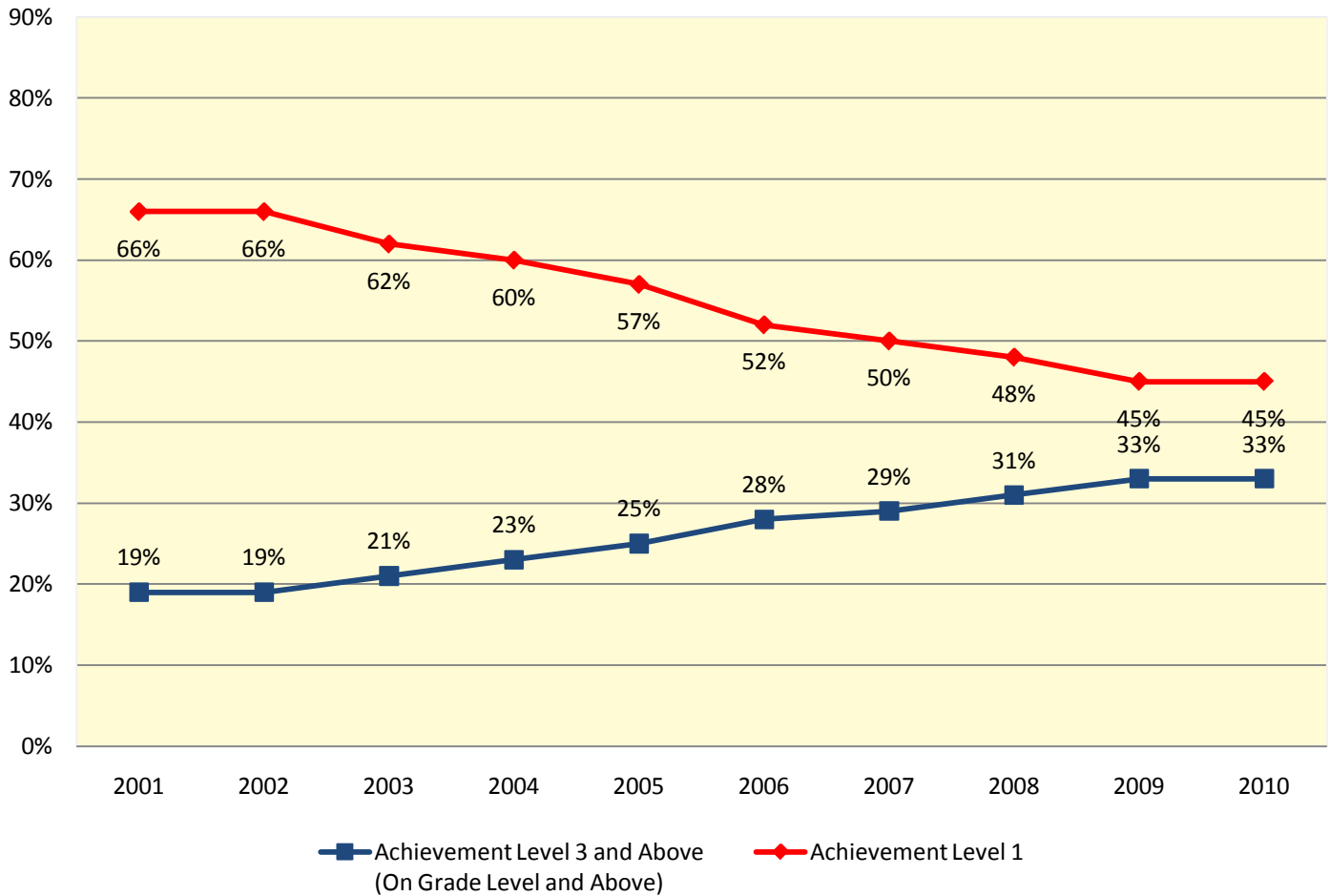
## FCAT Reading Achievement Level 1 Grades 3-10



In 2010, 11 percent of White students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 20 percent in 2001, 20 percent in 2002, 18 percent in 2003, 17 percent in 2004, 16 percent in 2005, 14 percent in 2006, 13 percent in 2007, 12 percent in 2008, and is equal to 11 percent in 2009. In 2010, 21 percent of Hispanic students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 43 percent in 2001, 41 percent in 2002, 38 percent in 2003, 36 percent in 2004, 33 percent in 2005, 28 percent in 2006, 26 percent in 2007, 25 percent in 2008, and 23 percent in 2009. In 2010, 31 percent of African American students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 52 percent in 2001, 50 percent in 2002, 46 percent in 2003, 44 percent in 2004, 41 percent in 2005, 35 percent in 2006, 35 percent in 2007, 33 percent in 2008, and is equal to 31 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Reading by Achievement Level Students With Disabilities Grades 3-10

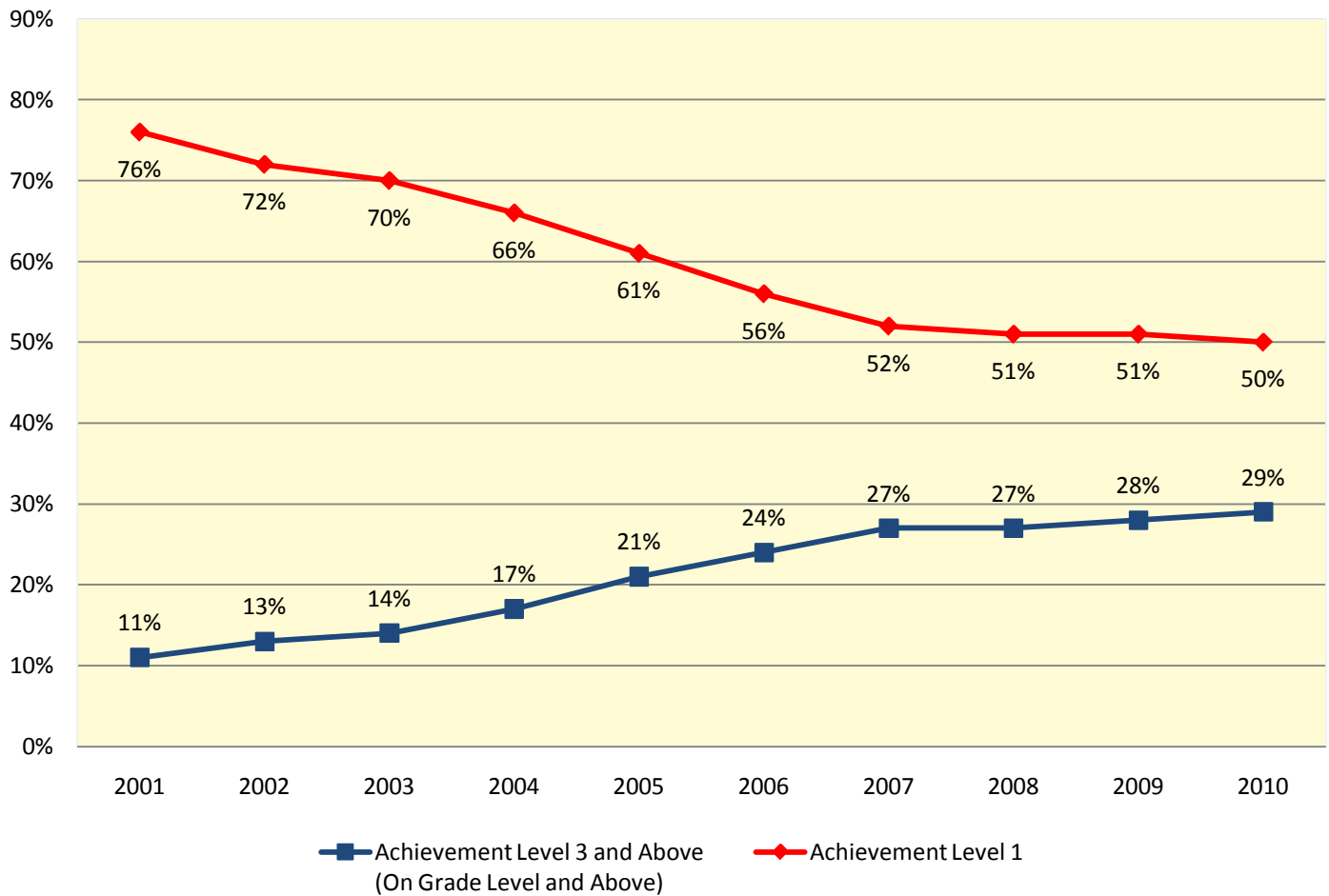


In 2010, 33 percent of Students With Disabilities in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 19 percent in 2001, 19 percent in 2002, 21 percent in 2003, 23 percent in 2004, 25 percent in 2005, 28 percent in 2006, 29 percent in 2007, 31 percent in 2008, and is equal to 33 percent in 2009. In 2010, 45 percent of Students With Disabilities in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 66 percent in 2001, 66 percent in 2002, 62 percent in 2003, 60 percent in 2004, 57 percent in 2005, 52 percent in 2006, 50 percent in 2007, 48 percent in 2008, and is equal to 45 percent in 2009.

\*Students With Disabilities (SWDs) include students determined eligible for special education and related services who are receiving services based on an Individual Education Plan.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Reading by Achievement Level English Language Learners Grades 3-10



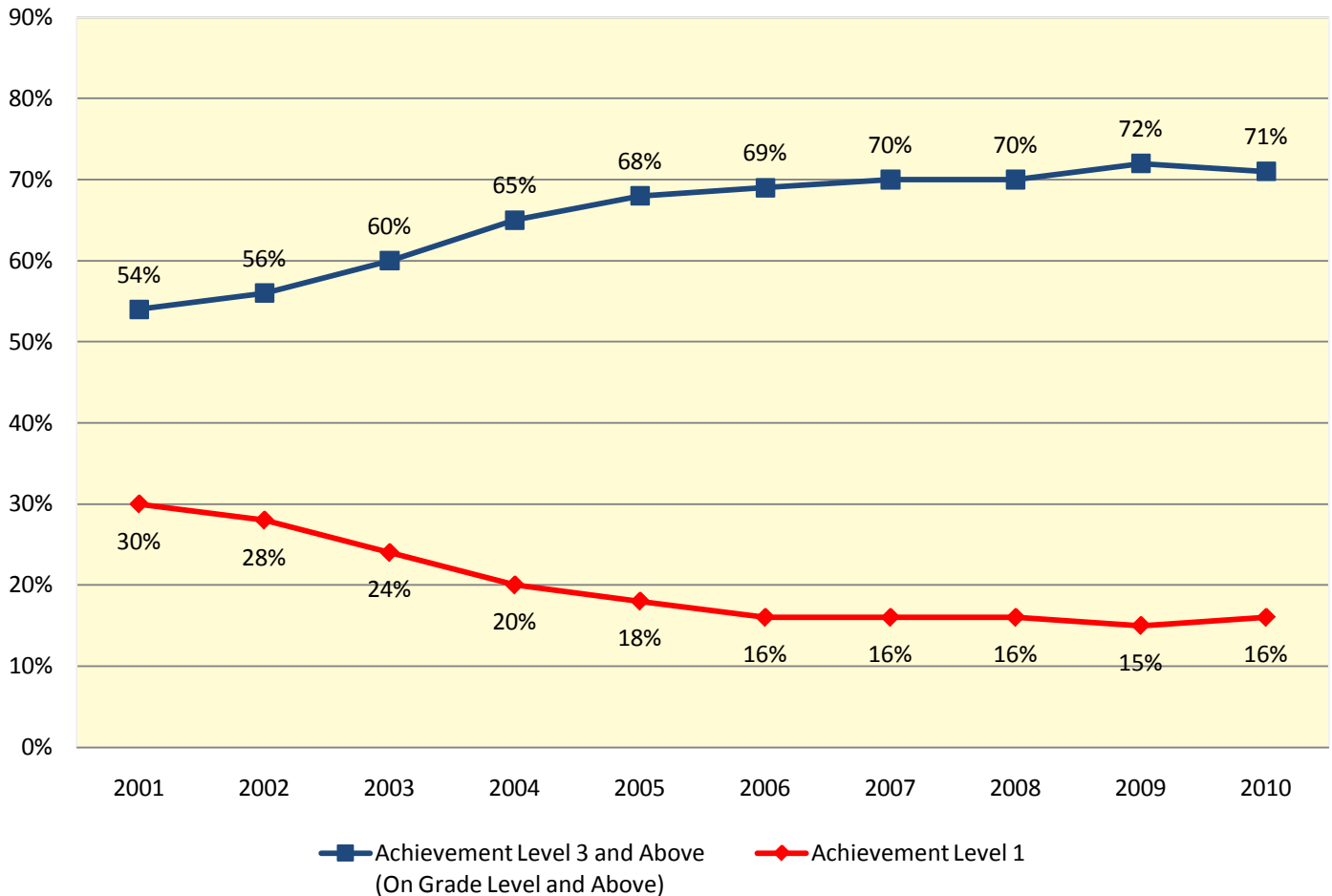
In 2010, 29 percent of English Language Learners in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 11 percent in 2001, 13 percent in 2002, 14 percent in 2003, 17 percent in 2004, 21 percent in 2005, 24 percent in 2006, 27 percent in 2007, 27 percent in 2008, and 28 percent in 2009. In 2010, 50 percent of English Language Learners in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 76 percent in 2001, 72 percent in 2002, 70 percent in 2003, 66 percent in 2004, 61 percent in 2005, 56 percent in 2006, 52 percent in 2007, 51 percent in 2008, and 51 percent in 2009.

\*English Language Learners (ELLs) include students enrolled in classes specifically designed to increase their academic and language proficiency.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010



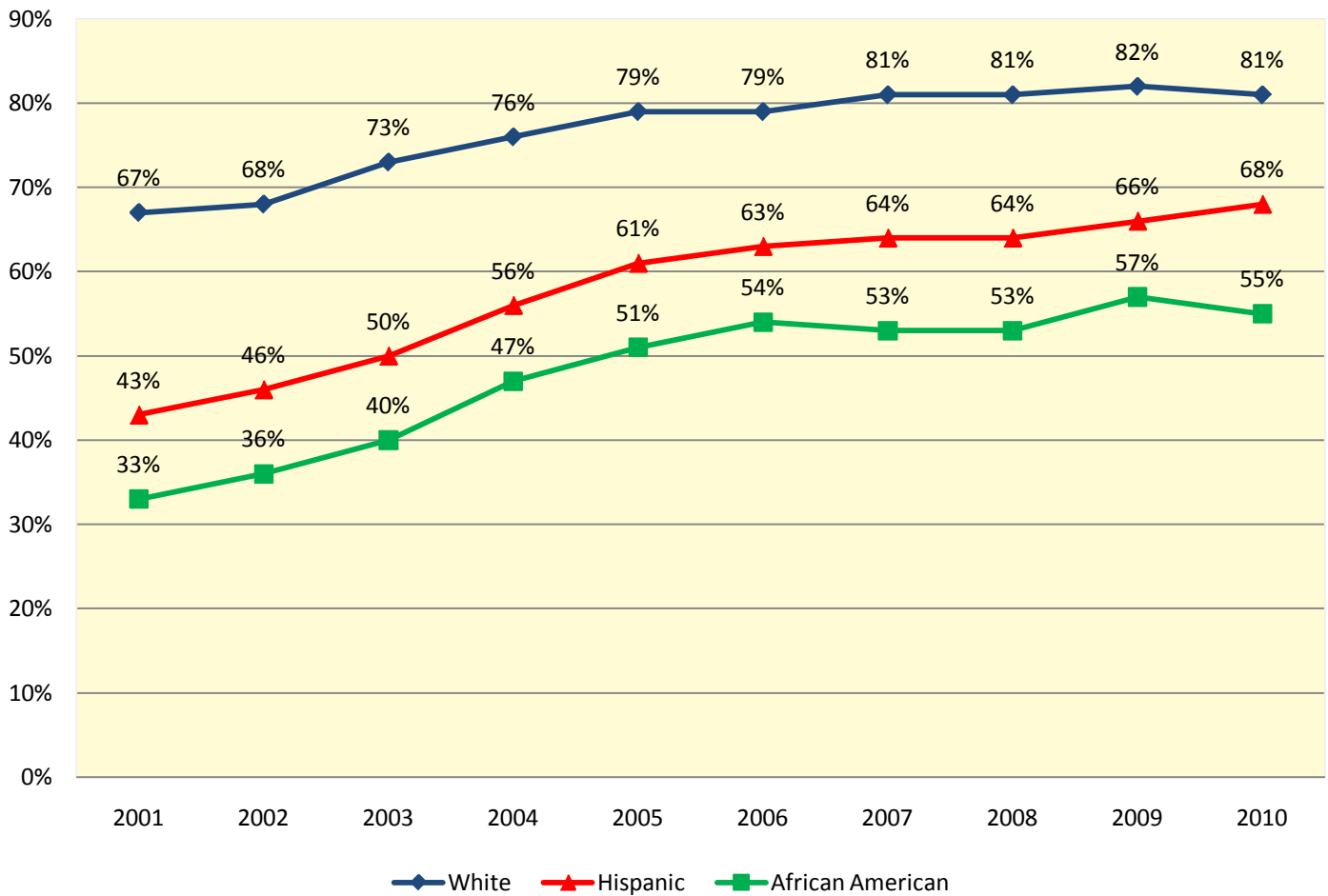
## FCAT Reading by Achievement Level Grades 3, 4, and 5



In 2010, 71 percent of all students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 54 percent in 2001, 56 percent in 2002, 60 percent in 2003, 65 percent in 2004, 68 percent in 2005, 69 percent in 2006, 70 percent in 2007, 70 percent in 2008, and a decrease from 72 percent in 2009. In 2010, 16 percent of all students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 30 percent in 2001, 28 percent in 2002, 24 percent in 2003, 20 percent in 2004, 18 percent in 2005, is equal to 16 percent in 2006, 16 percent in 2007, 16 percent in 2008, and an increase from 15 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

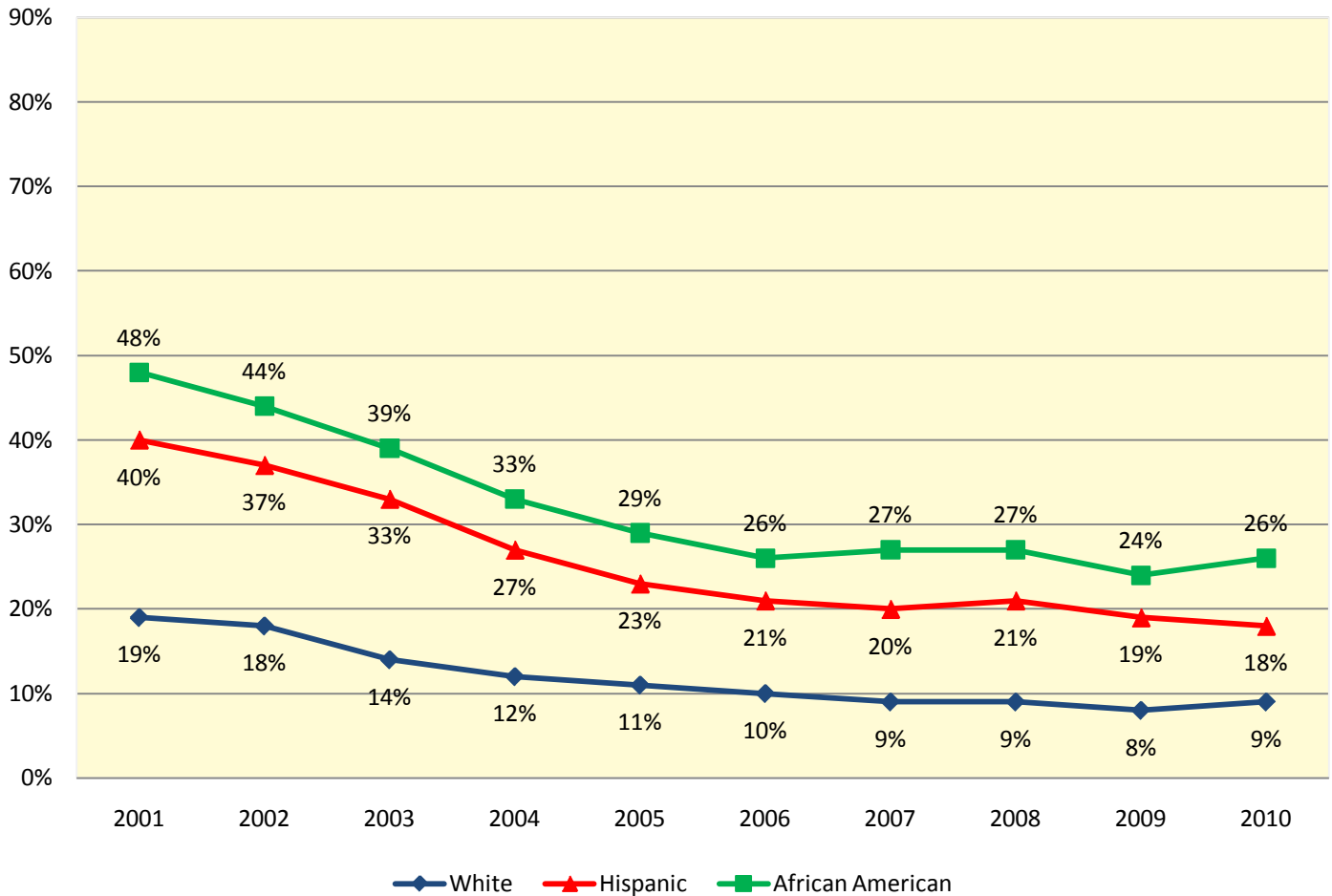
## FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



In 2010, 81 percent of White students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 67 percent in 2001, 68 percent in 2002, 73 percent in 2003, 76 percent in 2004, 79 percent in 2005, 79 percent in 2006, is equal to 81 percent in 2007, 81 percent in 2008, and a decrease from 82 percent in 2009. In 2010, 68 percent of Hispanic students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 43 percent in 2001, 46 percent in 2002, 50 percent in 2003, 56 percent in 2004, 61 percent in 2005, 63 percent in 2006, 64 percent in 2007, 64 percent in 2008, and 66 percent in 2009. In 2010, 55 percent of African American students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 33 percent in 2001, 36 percent in 2002, 40 percent in 2003, 47 percent in 2004, 51 percent in 2005, 54 percent in 2006, 53 percent in 2007, 53 percent in 2008, and a decrease from 57 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Reading Achievement Level 1 Grades 3, 4, and 5

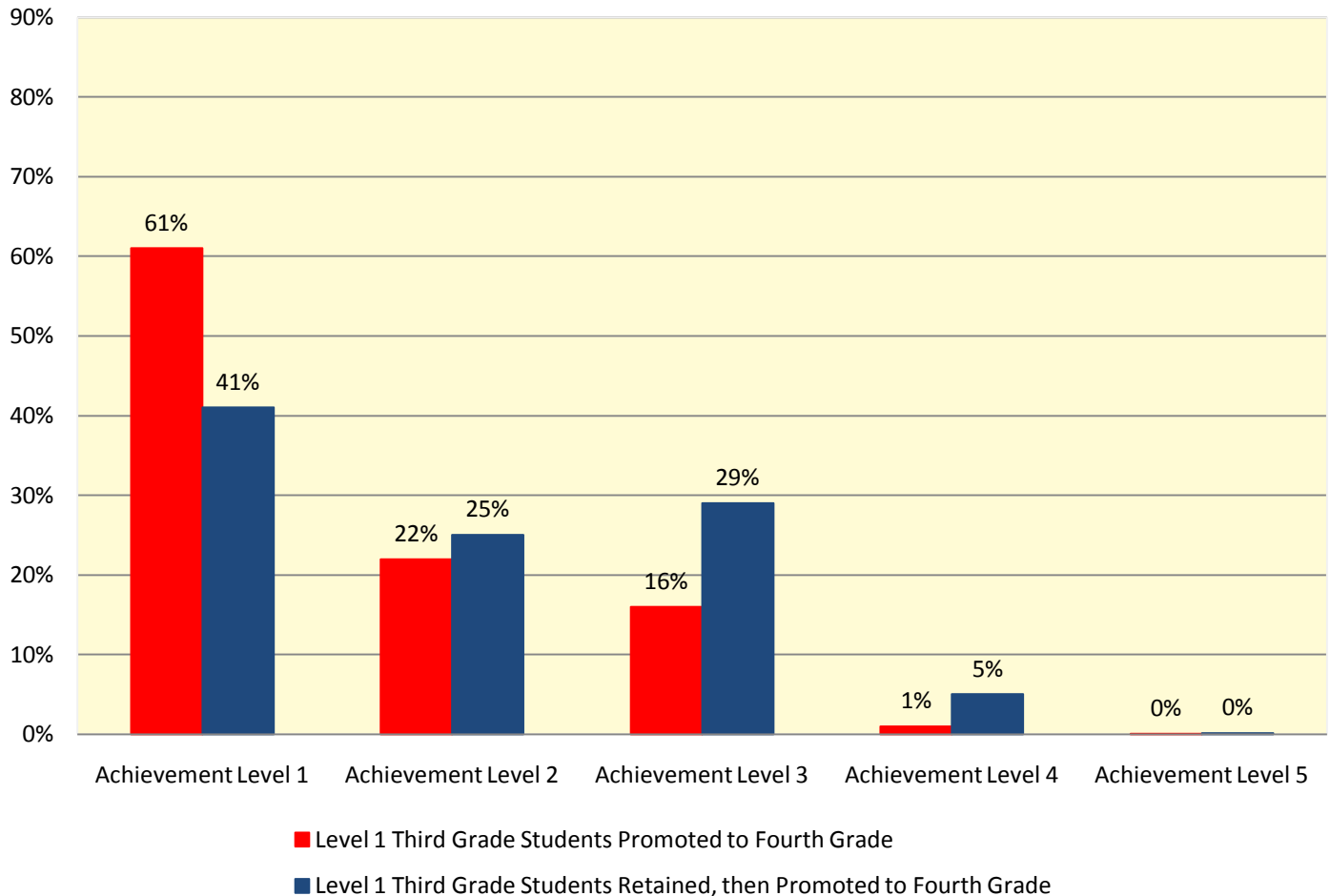


In 2010, 9 percent of White students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 19 percent in 2001, 18 percent in 2002, 14 percent in 2003, 12 percent in 2004, 11 percent in 2005, 10 percent in 2006, is equal to 9 percent in 2007, 9 percent in 2008, and an increase from 8 percent in 2009. In 2010, 18 percent of Hispanic students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 40 percent in 2001, 37 percent in 2002, 33 percent in 2003, 27 percent in 2004, 23 percent in 2005, 21 percent in 2006, 20 percent in 2007, 21 percent in 2008, and 19 percent in 2009. In 2010, 26 percent of African American students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 48 percent in 2001, 44 percent in 2002, 39 percent in 2003, 33 percent in 2004, 29 percent in 2005, is equal to 26 percent in 2006, a decrease from 27 percent in 2007, 27 percent in 2008, and an increase from 24 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010



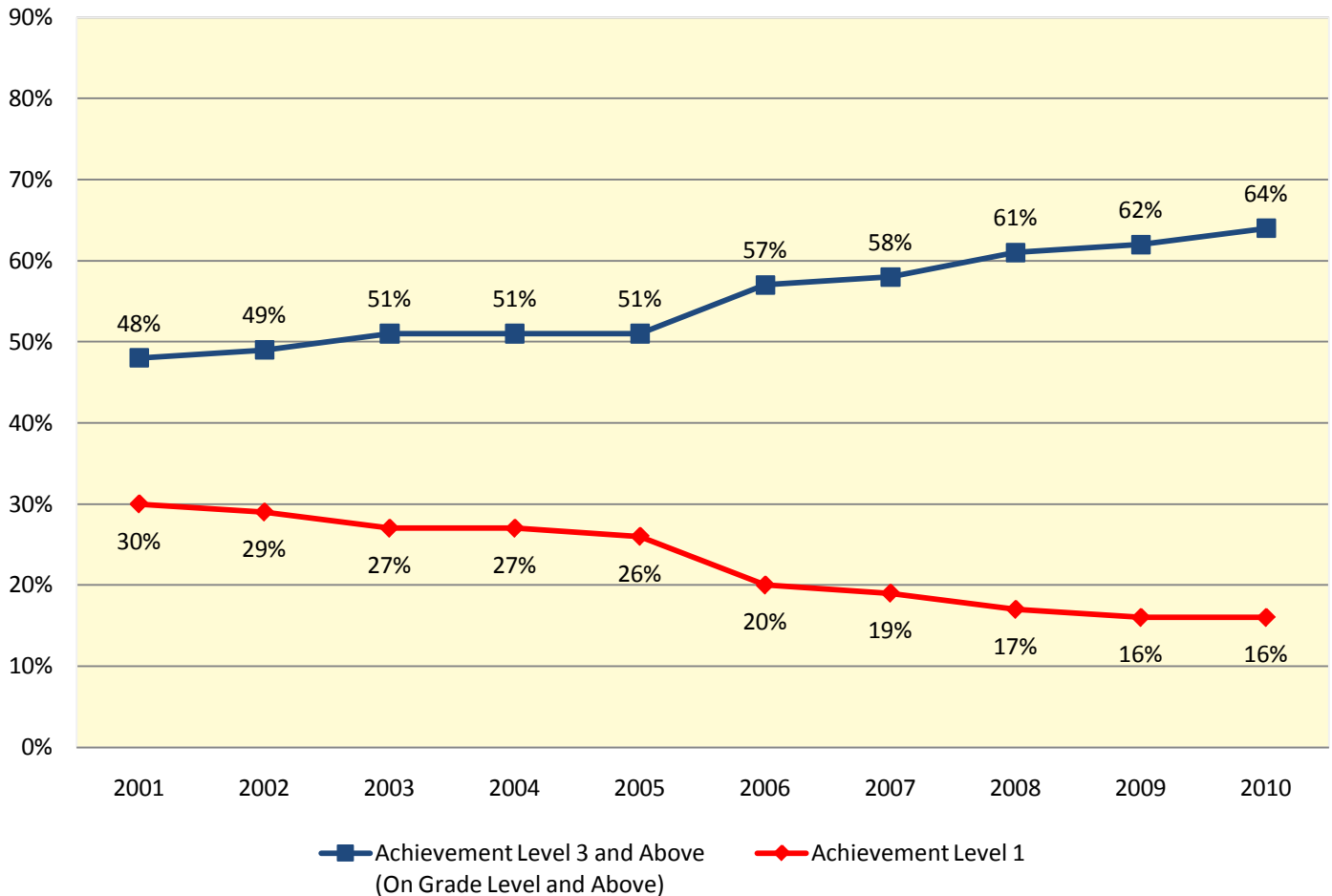
## Retained Level 1 Third Grade Students Outperform Promoted Level 1 Students on FCAT Reading Grade 4



In 2010, 41 percent of Fourth Grade students that repeated Grade 3 in 2008-09 scored at Achievement Level 1 on the Grade 4 FCAT Reading compared to 61 percent of Fourth Grade students that were promoted to Grade 4 in 2008-09 and scored at Achievement Level 1 on the Grade 3 FCAT Reading the 2007-08. Twenty-five percent of Third Grade repeaters scored at Achievement Level 2 on Grade 4 FCAT Reading compared to 22 percent that were promoted. Twenty-nine percent of repeaters scored at Achievement Level 3 on Grade 4 FCAT Reading compared to 16 percent that were promoted. Five percent of repeaters scored at Achievement Level 4 on Grade 4 FCAT Reading compared to 1 percent that were promoted. Zero percent of repeaters and students that were promoted scored at Achievement Level 5.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

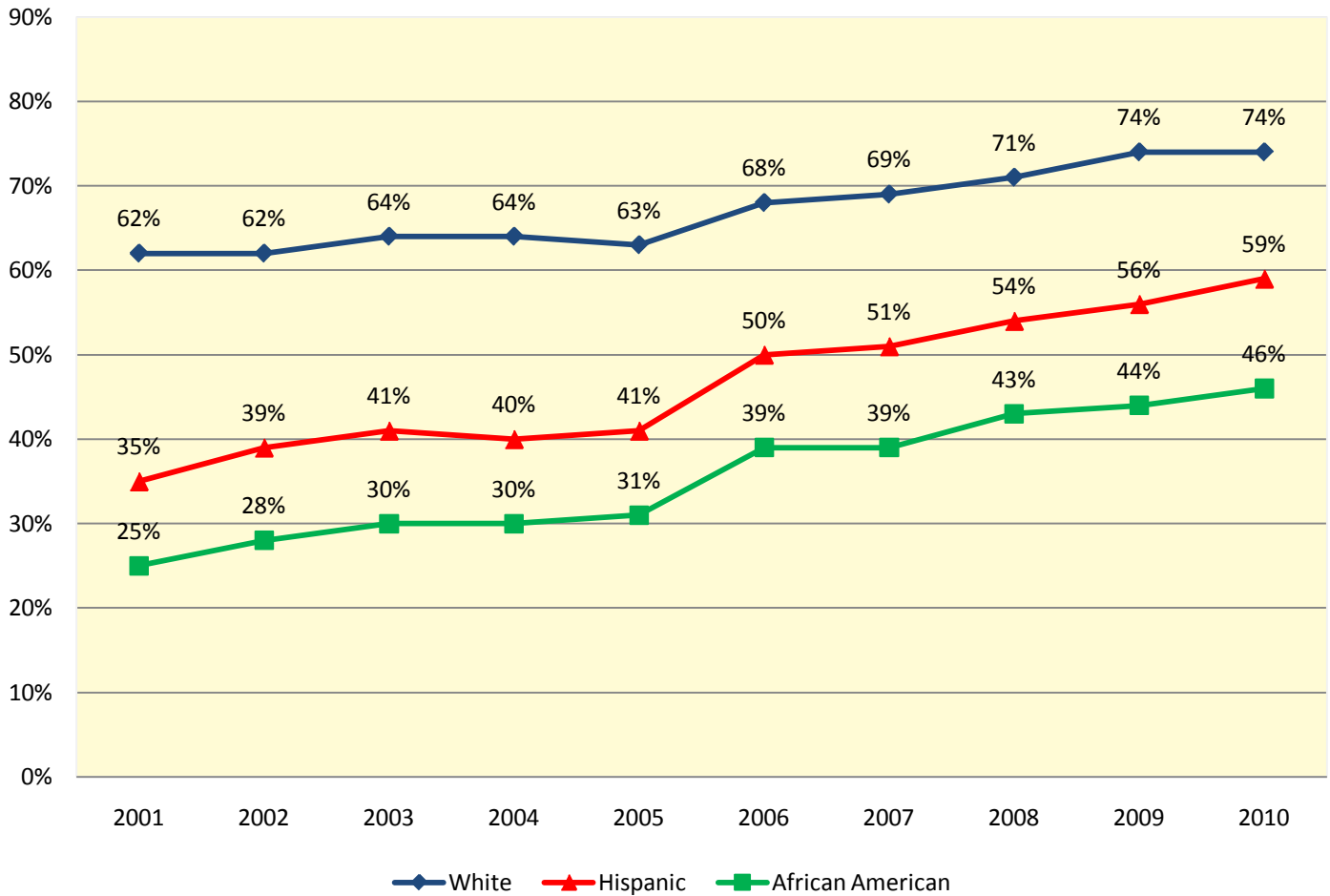
## FCAT Reading by Achievement Level Grades 6, 7, and 8



In 2010, 64 percent of all students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 48 percent in 2001, 49 percent in 2002, 51 percent in 2003, 51 percent in 2004, 51 percent in 2005, 57 percent in 2006, 58 percent in 2007, 61 percent in 2008, and 62 percent in 2009. In 2010, 16 percent of all students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 30 percent in 2001, 29 percent in 2002, 27 percent in 2003, 27 percent in 2004, 26 percent in 2005, 20 percent in 2006, 19 percent in 2007, 17 percent in 2008, and is equal to 16 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

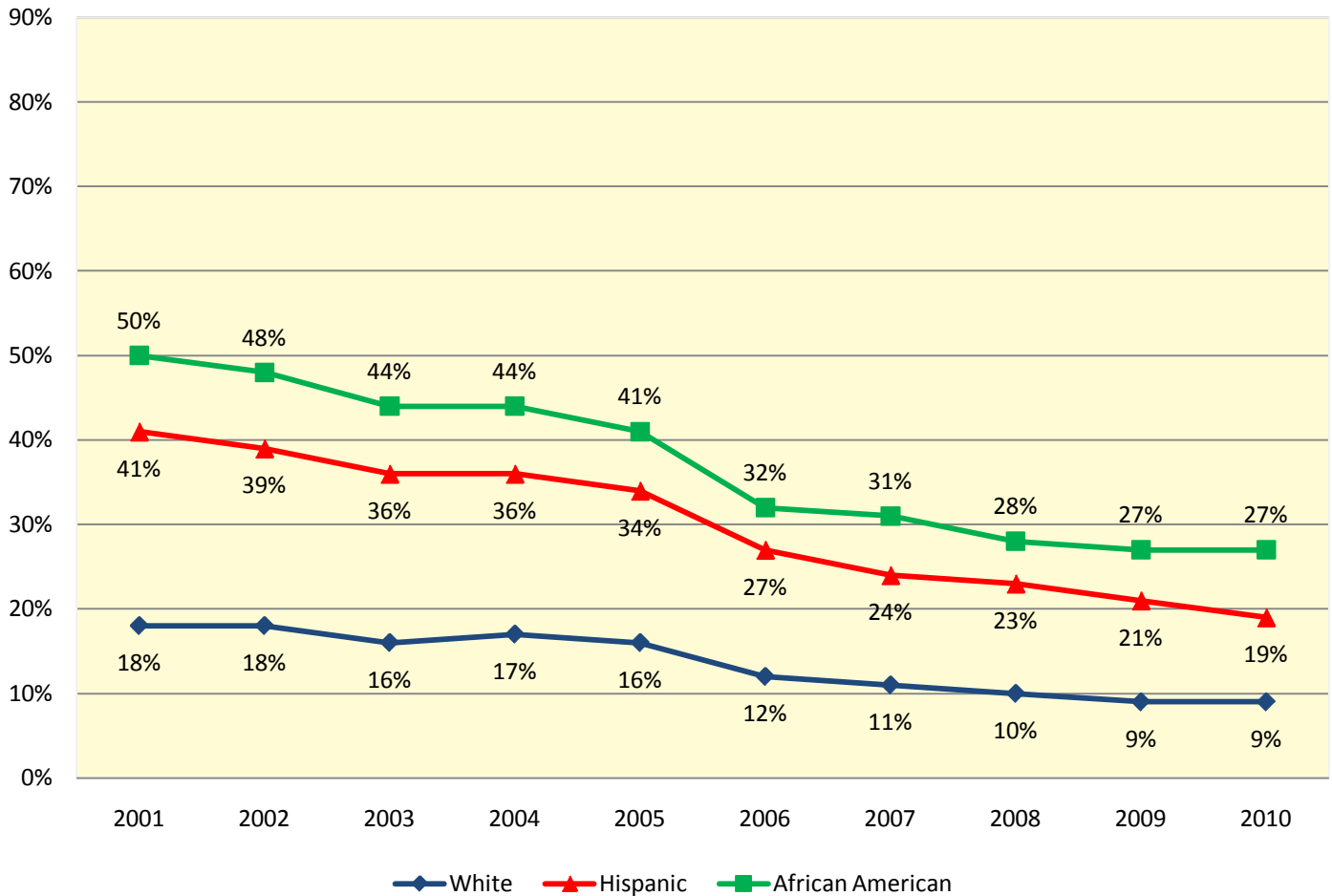
## FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 6, 7, and 8



In 2010, 74 percent of White students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 62 percent in 2001, 62 percent in 2002, 64 percent in 2003, 64 percent in 2004, 63 percent in 2005, 68 percent in 2006, 69 percent in 2007, 71 percent in 2008, and is equal to 74 percent in 2009. In 2010, 59 percent of Hispanic students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 35 percent in 2001, 39 percent in 2002, 41 percent in 2003, 40 percent in 2004, 41 percent in 2005, 50 percent in 2006, 51 percent in 2007, 54 percent in 2008, and 56 percent in 2009. In 2010, 46 percent of African American students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 25 percent in 2001, 28 percent in 2002, 30 percent in 2003, 30 percent in 2004, 31 percent in 2005, 39 percent in 2006, 39 percent in 2007, 43 percent in 2008, and 44 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

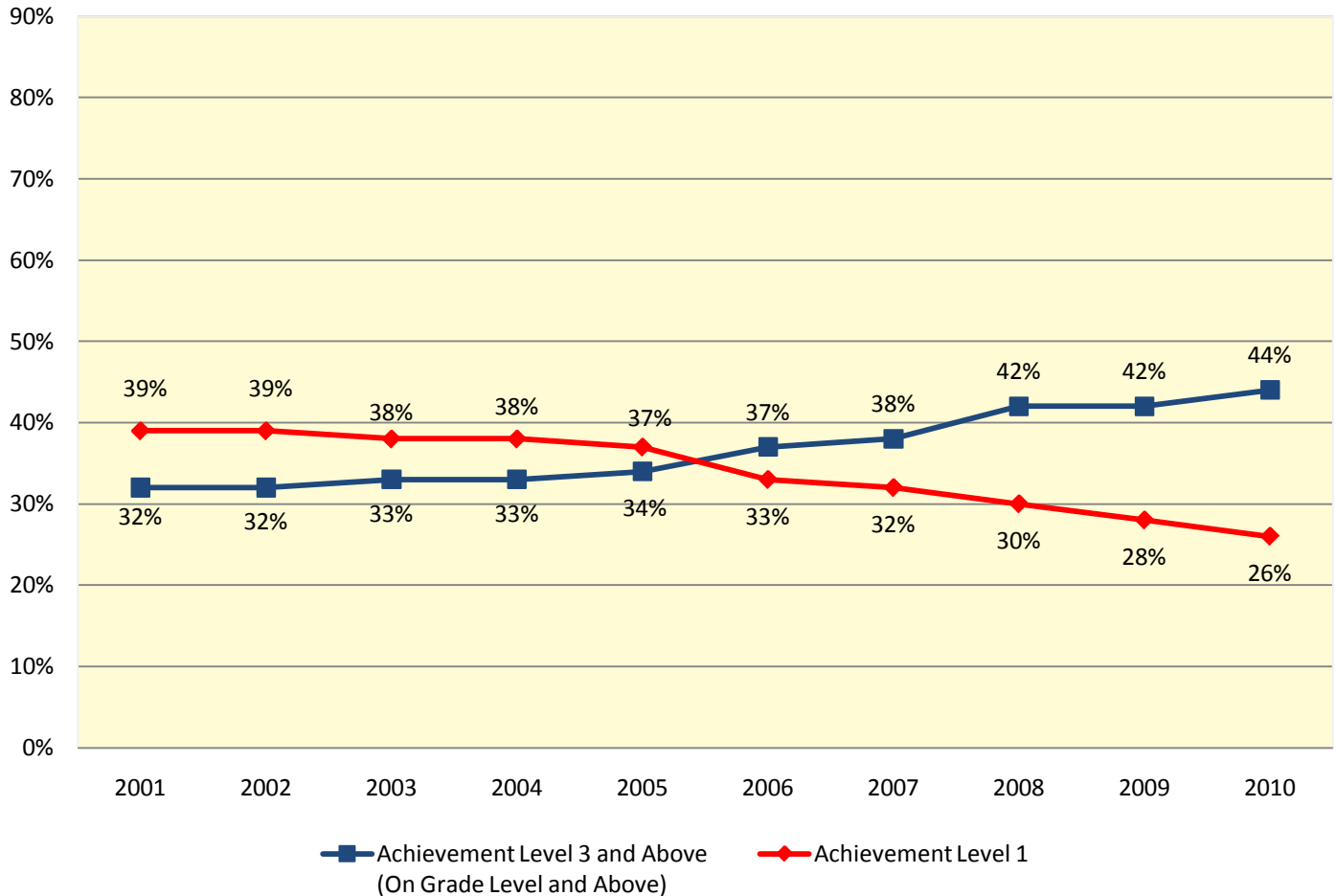
## FCAT Reading Achievement Level 1 Grades 6, 7, and 8



In 2010, 9 percent of White students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 18 percent in 2001, 18 percent in 2002, 16 percent in 2003, 17 percent in 2004, 16 percent in 2005, 12 percent in 2006, 11 percent in 2007, 10 percent in 2008, and is equal to 9 percent in 2009. In 2010, 19 percent of Hispanic students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 41 percent in 2001, 39 percent in 2002, 36 percent in 2003, 36 percent in 2004, 34 percent in 2005, 27 percent in 2006, 24 percent in 2007, 23 percent in 2008, and 21 percent in 2009. In 2010, 27 percent of African American students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 50 percent in 2001, 48 percent in 2002, 44 percent in 2003, 44 percent in 2004, 41 percent in 2005, 32 percent in 2006, 31 percent in 2007, 28 percent in 2008, and is equal to 27 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Reading by Achievement Level Grades 9 and 10

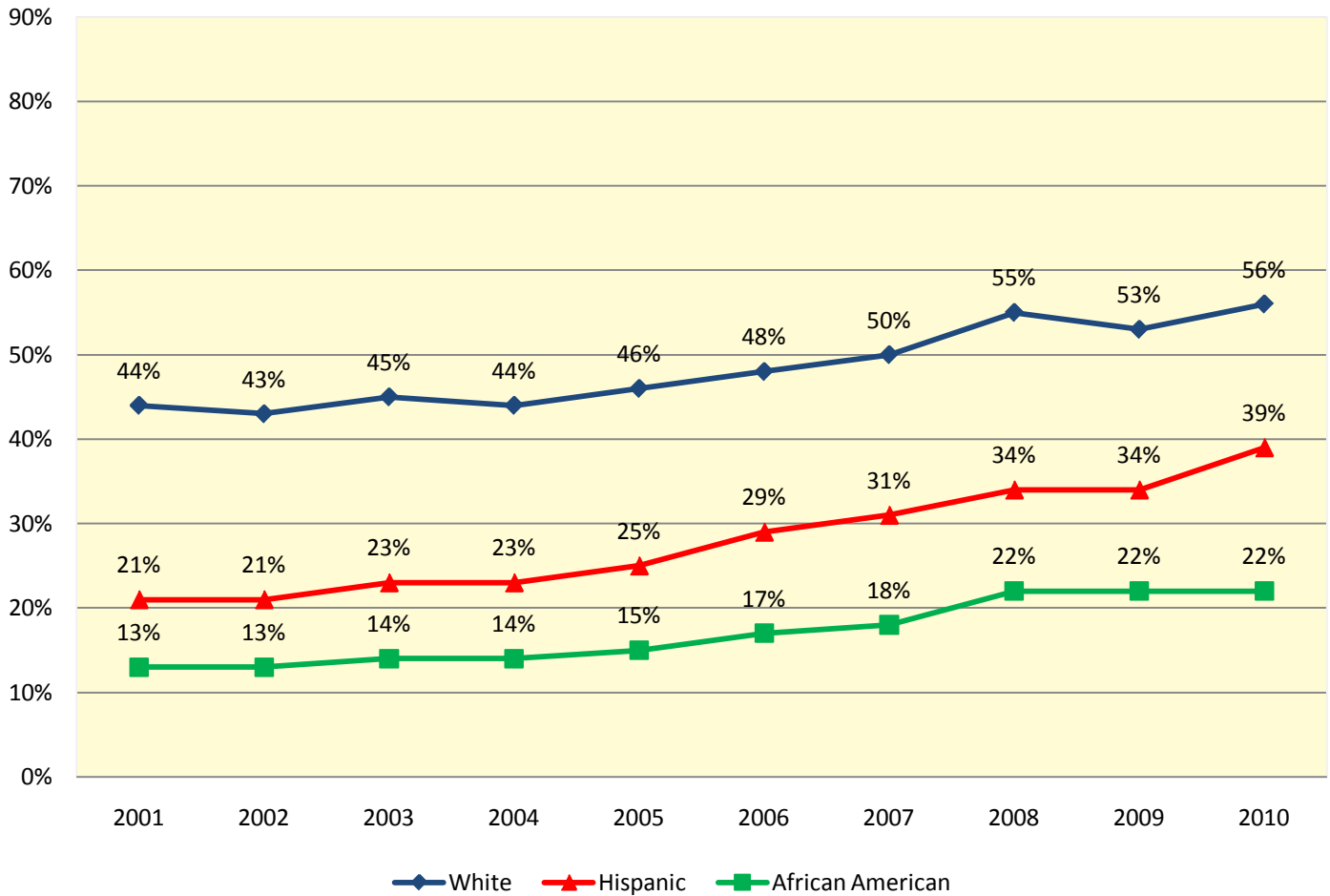


In 2010, 44 percent of all students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 32 percent in 2001, 32 percent in 2002, 33 percent in 2003, 33 percent in 2004, 34 percent in 2005, 37 percent in 2006, 38 percent in 2007, 42 percent in 2008, and 42 percent in 2009. In 2010, 26 percent of all students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 39 percent in 2001, 39 percent in 2002, 38 percent in 2003, 38 percent in 2004, 37 percent in 2005, 33 percent in 2006, 32 percent in 2007, 30 percent in 2008, and 28 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010



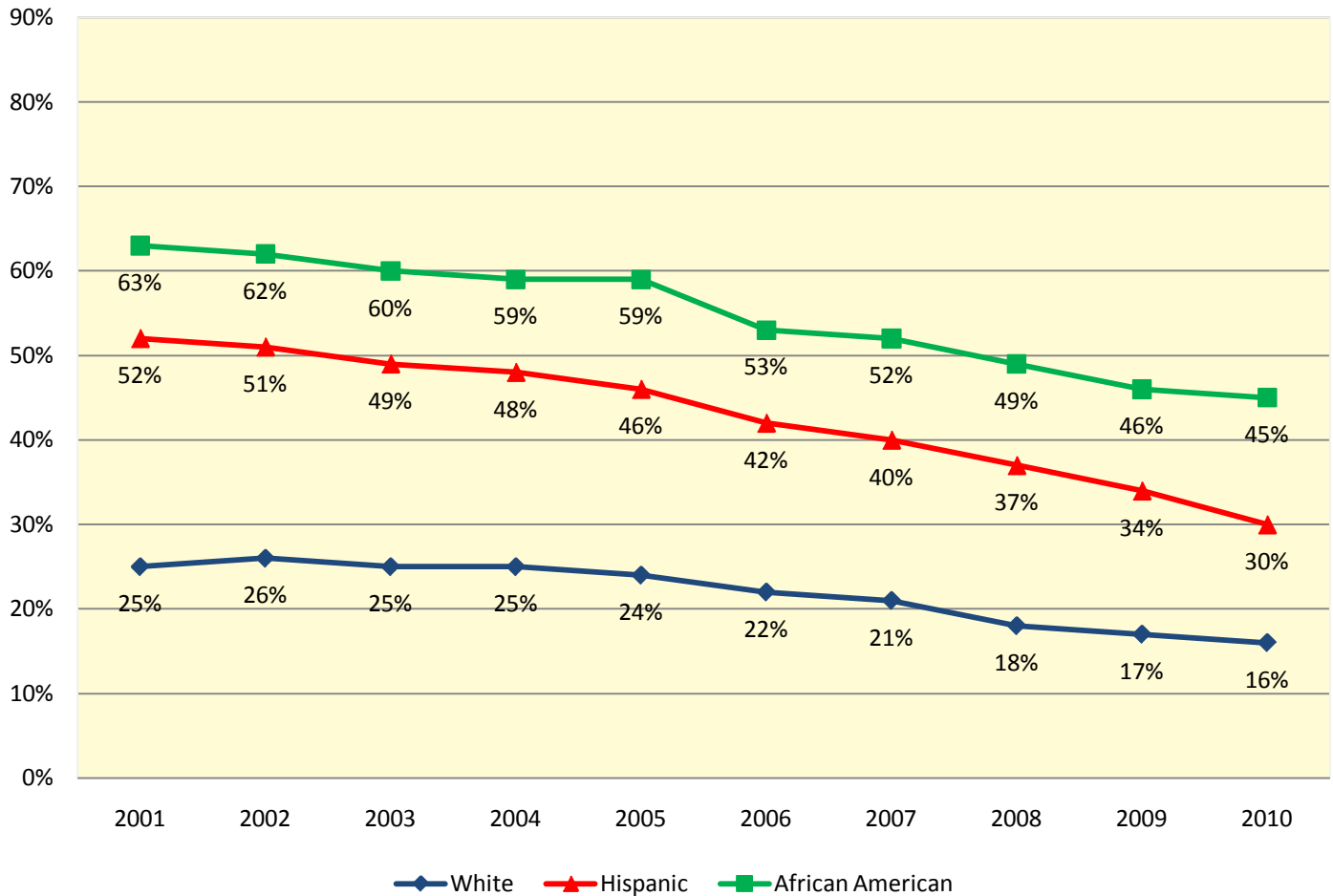
## FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 9 and 10



In 2010, 56 percent of White students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 44 percent in 2001, 43 percent in 2002, 45 percent in 2003, 44 percent in 2004, 46 percent in 2005, 48 percent in 2006, 50 percent in 2007, 55 percent in 2008, and 53 percent in 2009. In 2010, 39 percent of Hispanic students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 21 percent in 2001, 21 percent in 2002, 23 percent in 2003, 23 percent in 2004, 25 percent in 2005, 29 percent in 2006, 31 percent in 2007, 34 percent in 2008, and 34 percent in 2009. In 2010, 22 percent of African American students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 13 percent in 2001, 13 percent in 2002, 14 percent in 2003, 14 percent in 2004, 15 percent in 2005, 17 percent in 2006, 18 percent in 2007, is equal to 22 percent in 2008, and 22 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Reading Achievement Level 1 Grades 9 and 10



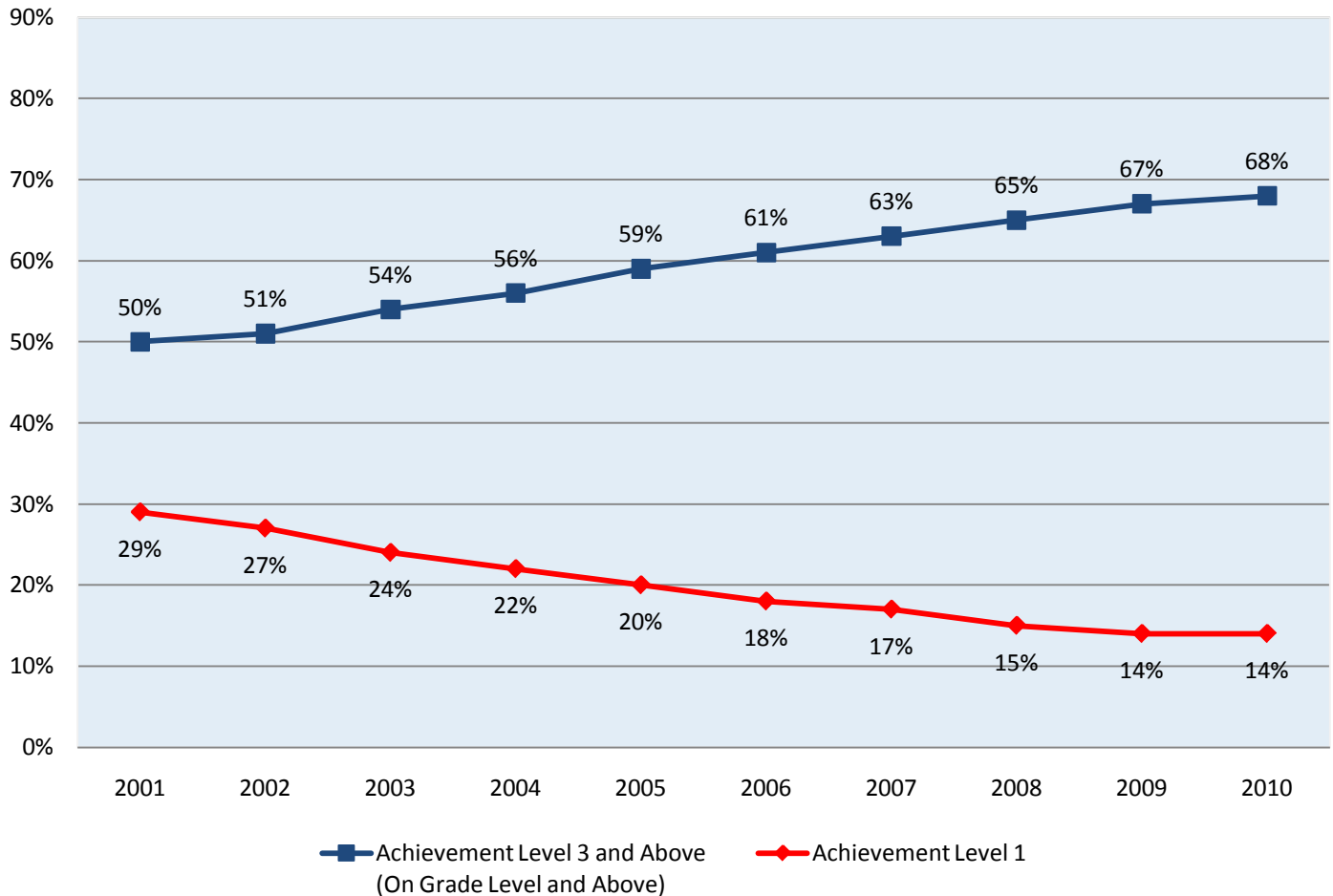
In 2010, 16 percent of White students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 25 percent in 2001, 26 percent in 2002, 25 percent in 2003, 25 percent in 2004, 24 percent in 2005, 22 percent in 2006, 21 percent in 2007, 18 percent in 2008, and 17 percent in 2009. In 2010, 30 percent of Hispanic students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 52 percent in 2001, 51 percent in 2002, 49 percent in 2003, 48 percent in 2004, 46 percent in 2005, 42 percent in 2006, 40 percent in 2007, 37 percent in 2008, and 34 percent in 2009. In 2010, 45 percent of African American students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 63 percent in 2001, 62 percent in 2002, 60 percent in 2003, 59 percent in 2004, 59 percent in 2005, 53 percent in 2006, 52 percent in 2007, 49 percent in 2008, and 46 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

# MATHEMATICS

Percentages displayed in this document for 2009 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made to student demographic data subsequent to last year's FCAT release.

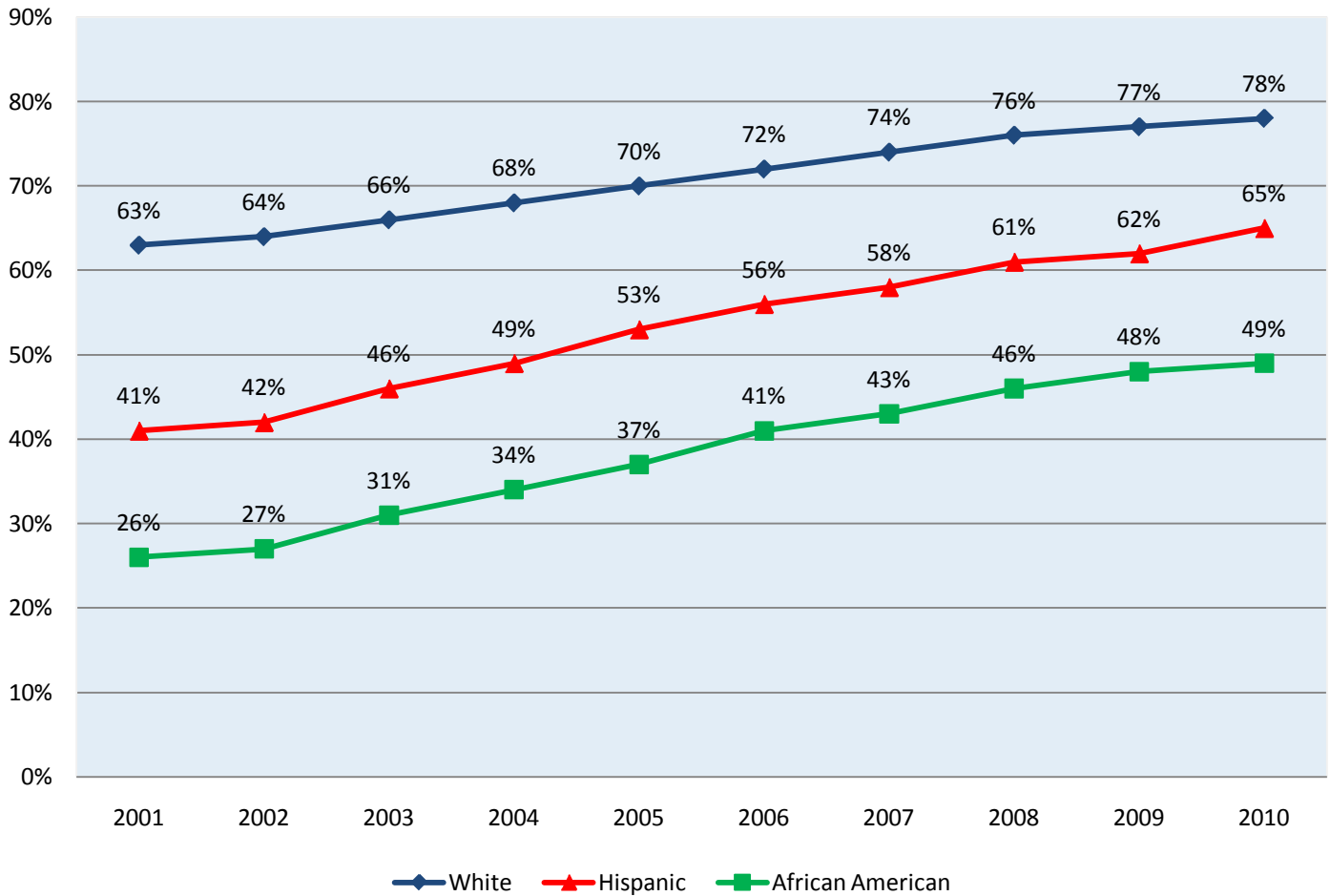
## FCAT Mathematics by Achievement Level Grades 3-10



In 2010, 68 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 50 percent in 2001, 51 percent in 2002, 54 percent in 2003, 56 percent in 2004, 59 percent in 2005, 61 percent in 2006, 63 percent in 2007, 65 percent in 2008, and 67 percent in 2009. In 2010, 14 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 29 percent in 2001, 27 percent in 2002, 24 percent in 2003, 22 percent in 2004, 20 percent in 2005, 18 percent in 2006, 17 percent in 2007, 15 percent in 2008, and is equal to 14 percent in 2009.

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Florida Department of Education, June 2010

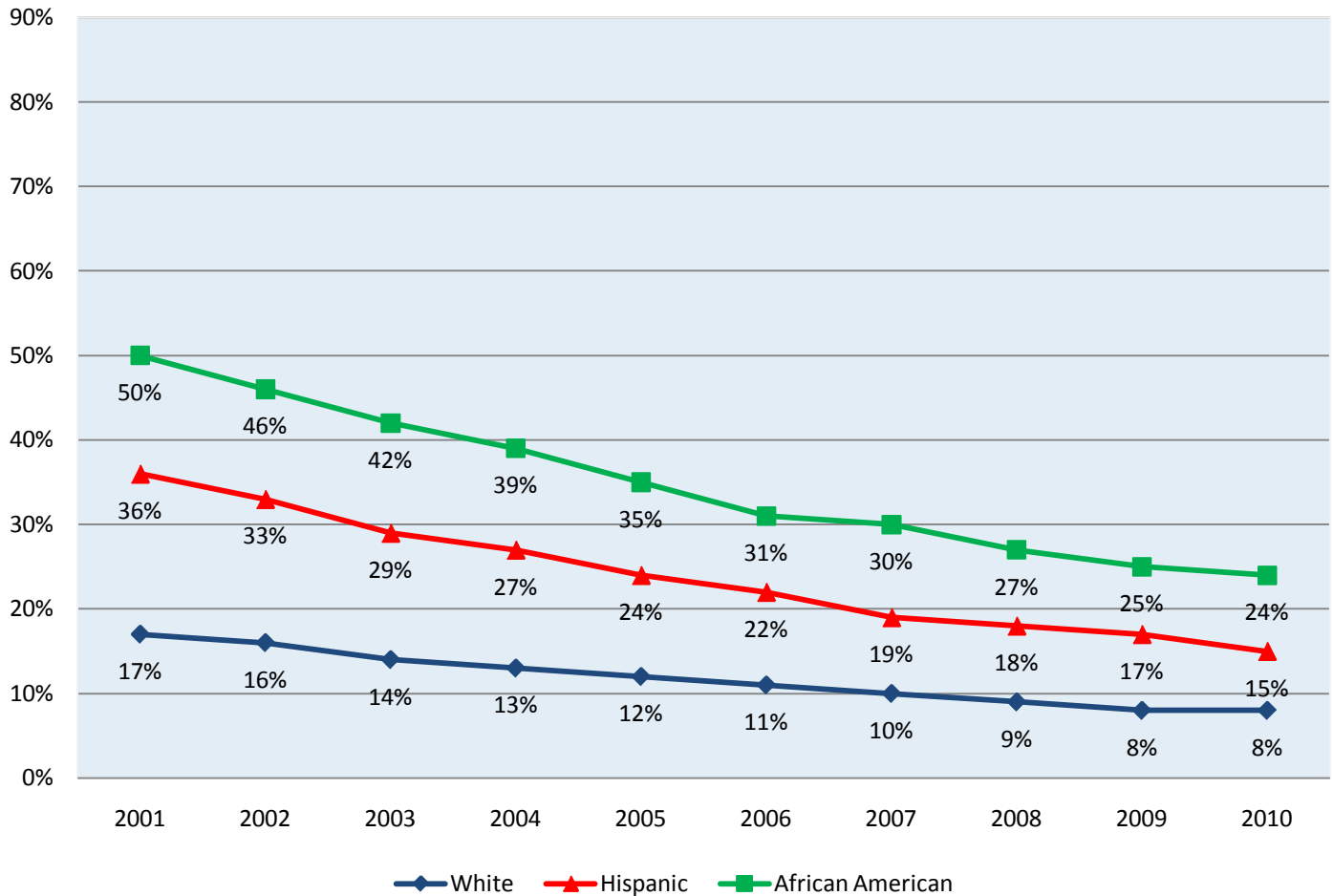
## FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 3-10



In 2010, 78 percent of White students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 63 percent in 2001, 64 percent in 2002, 66 percent in 2003, 68 percent in 2004, 70 percent in 2005, 72 percent in 2006, 74 percent in 2007, 76 percent in 2008, and 77 percent in 2009. In 2010, 65 percent of Hispanic students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 41 percent in 2001, 42 percent in 2002, 46 percent in 2003, 49 percent in 2004, 53 percent in 2005, 56 percent in 2006, 58 percent in 2007, 61 percent in 2008, and 62 percent in 2009. In 2010, 49 percent of African American students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 26 percent in 2001, 27 percent in 2002, 31 percent in 2003, 34 percent in 2004, 37 percent in 2005, 41 percent in 2006, 43 percent in 2007, 46 percent in 2008, and 48 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

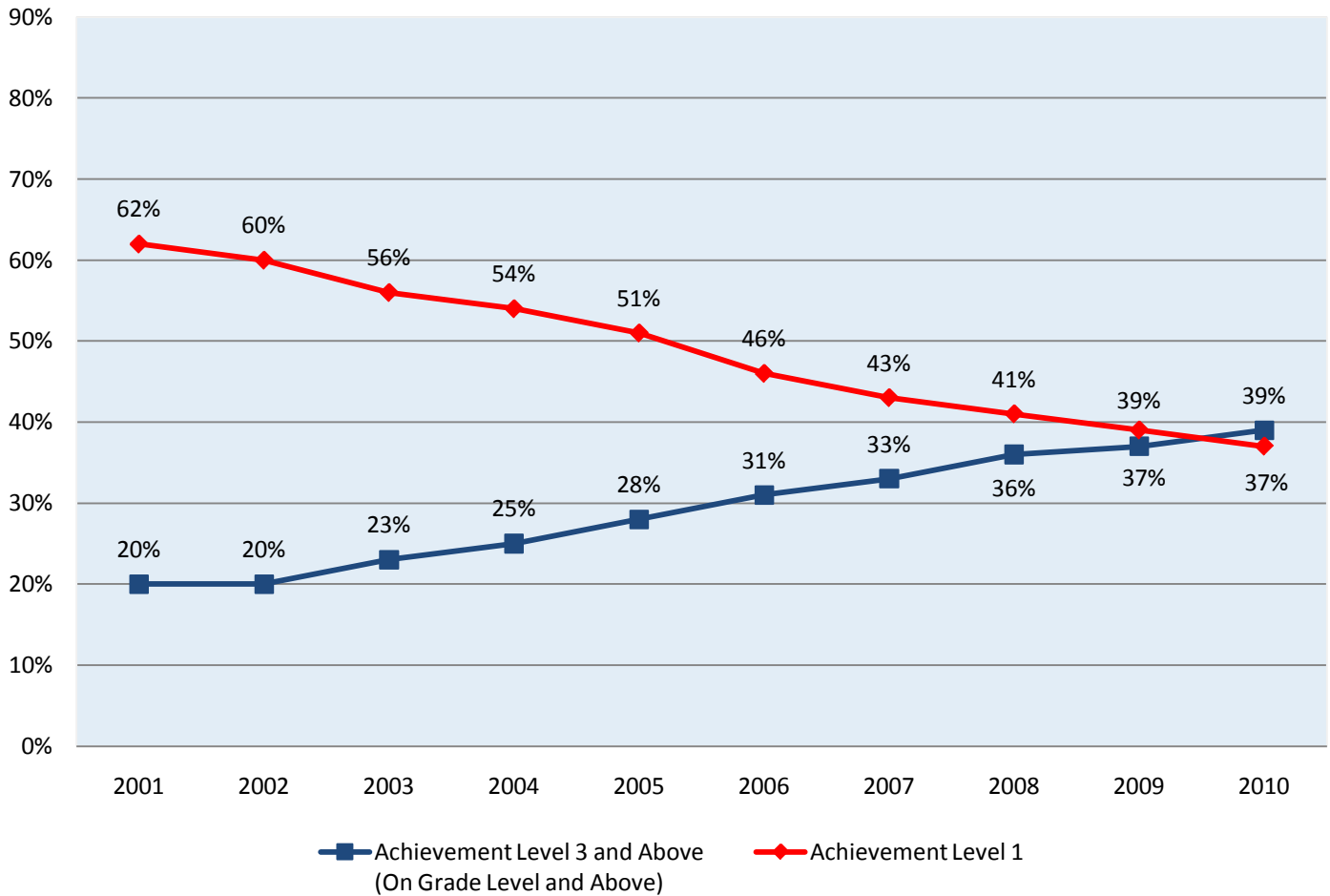
## FCAT Mathematics Achievement 1 Grades 3-10



In 2010, 8 percent of White students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 17 percent in 2001, 16 percent in 2002, 14 percent in 2003, 13 percent in 2004, 12 percent in 2005, 11 percent in 2006, 10 percent in 2007, 9 percent in 2008, and is equal to 8 percent in 2009. In 2010, 15 percent of Hispanic students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 36 percent in 2001, 33 percent in 2002, 29 percent in 2003, 27 percent in 2004, 24 percent in 2005, 22 percent in 2006, 19 percent in 2007, 18 percent in 2008, and 17 percent in 2009. In 2010, 24 percent of African American students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 50 percent in 2001, 46 percent in 2002, 42 percent in 2003, 39 percent in 2004, 35 percent in 2005, 31 percent in 2006, 30 percent in 2007, 27 percent in 2008, and 25 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Mathematics by Achievement Level Students With Disabilities Grades 3-10

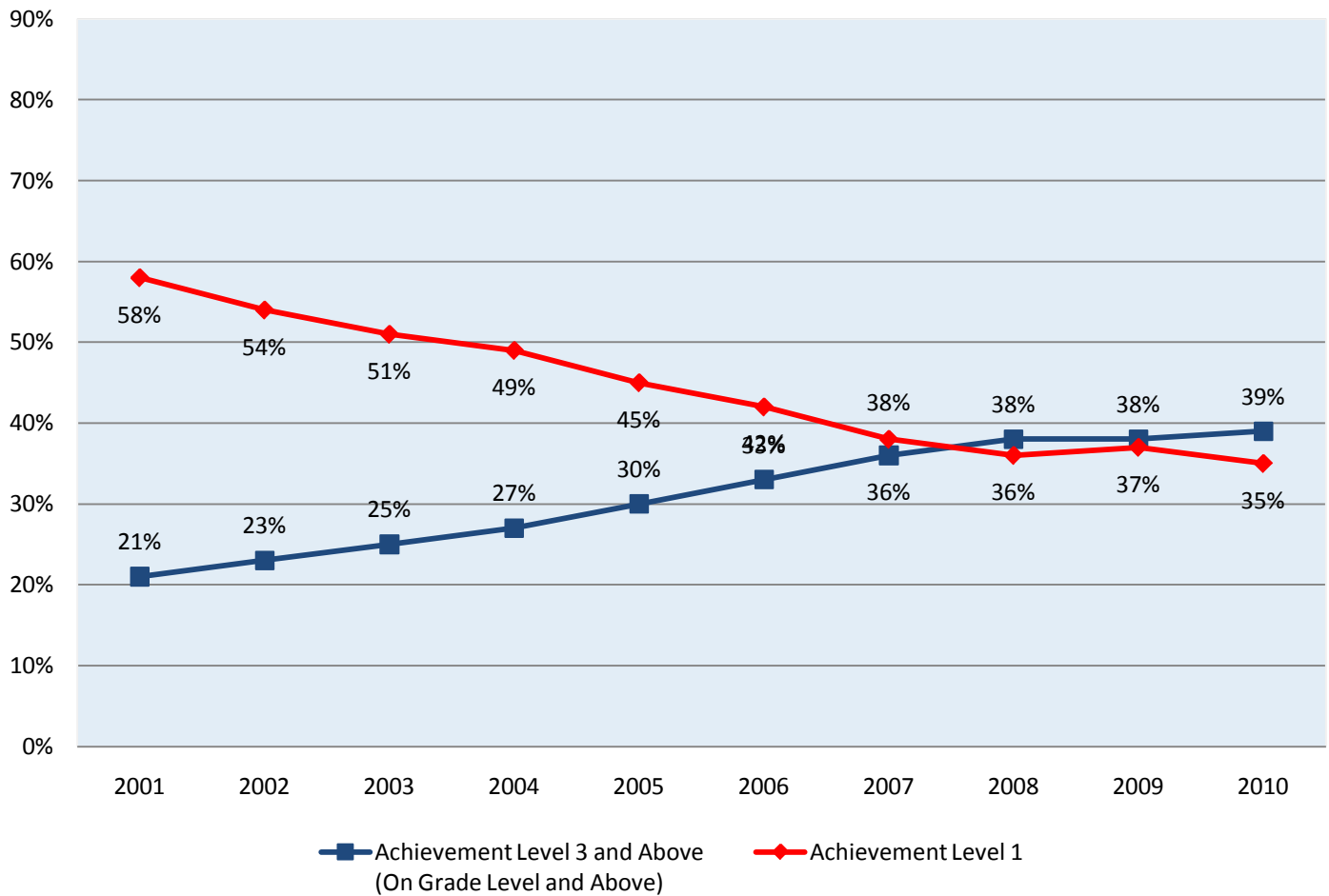


In 2010, 39 percent of Students With Disabilities in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 20 percent in 2001, 20 percent in 2002, 23 percent in 2003, 25 percent in 2004, 28 percent in 2005, 31 percent in 2006, 33 percent in 2007, 36 percent in 2008, and 37 percent in 2009. In 2010, 37 percent of Students With Disabilities in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 62 percent in 2001, 60 percent in 2002, 56 percent in 2003, 54 percent in 2004, 51 percent in 2005, 46 percent in 2006, 43 percent in 2007, 41 percent in 2008, and 39 percent in 2009.

\*Students With Disabilities (SWDs) include students determined eligible for special education and related services who are receiving services based on an Individual Education Plan.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Mathematics by Achievement Level English Language Learners Grades 3-10



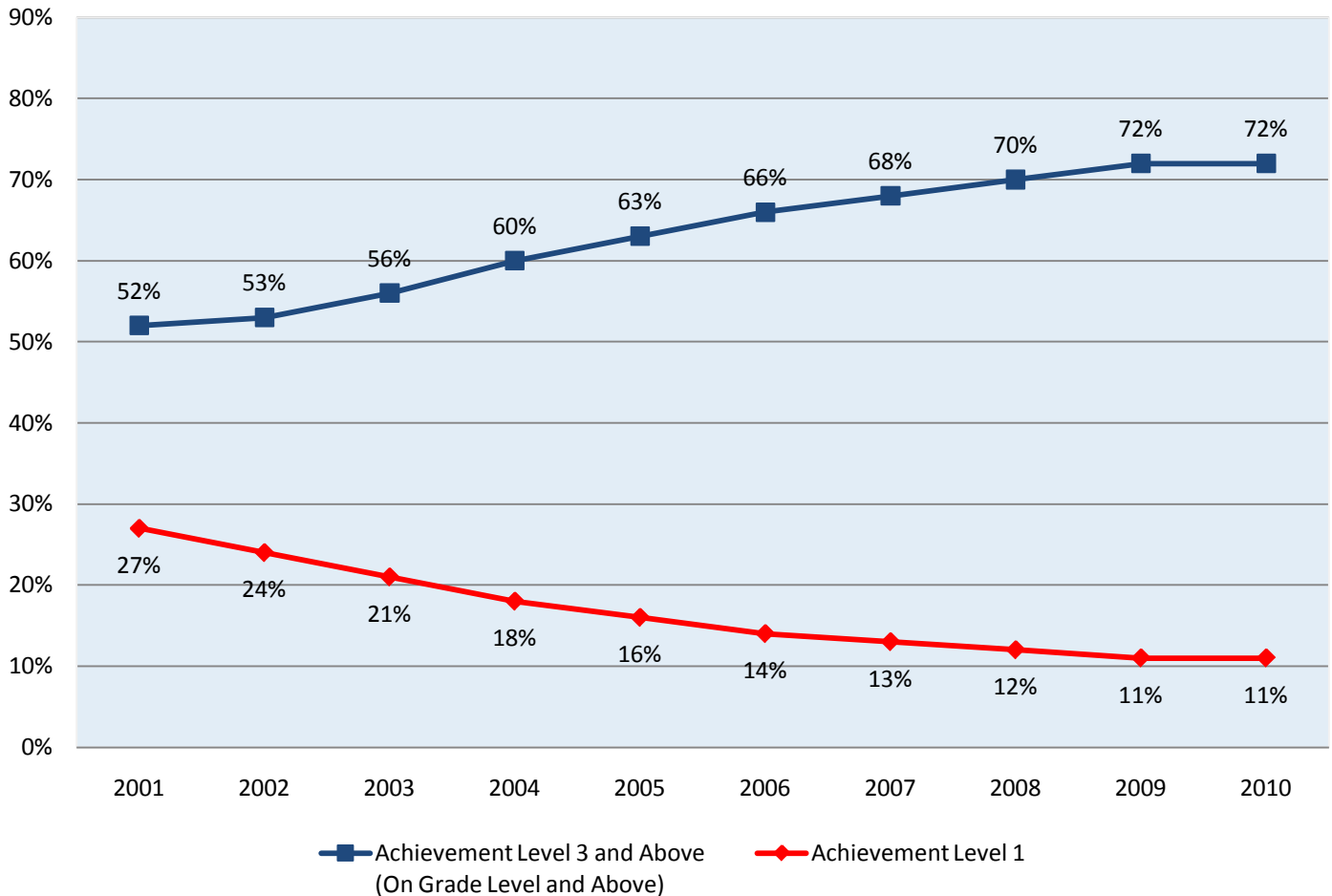
In 2010, 39 percent of English Language Learners in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 21 percent in 2001, 23 percent in 2002, 25 percent in 2003, 27 percent in 2004, 30 percent in 2005, 33 percent in 2006, 36 percent in 2007, 38 percent in 2008, and 38 percent in 2009. In 2010, 35 percent of English Language Learners in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 58 percent in 2001, 54 percent in 2002, 51 percent in 2003, 49 percent in 2004, 45 percent in 2005, 42 percent in 2006, 38 percent in 2007, 36 percent in 2008, and 37 percent in 2009.

\*English Language Learners (ELLs) include students enrolled in classes specifically designed to increase their academic and language proficiency.

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Florida Department of Education, June 2010



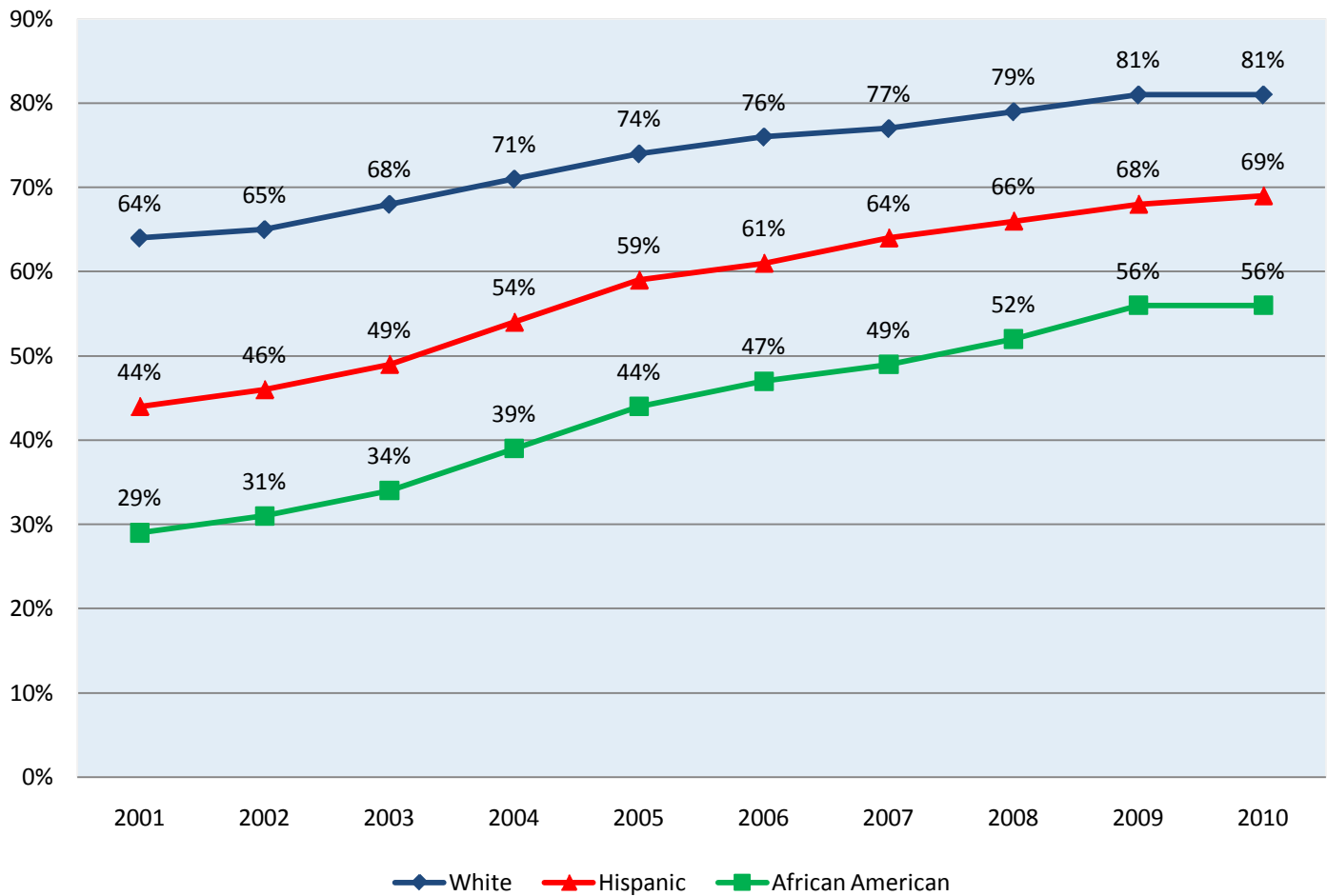
## FCAT Mathematics by Achievement Level Grades 3, 4, and 5



In 2010, 72 percent of all students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 52 percent in 2001, 53 percent in 2002, 56 percent in 2003, 60 percent in 2004, 63 percent in 2005, 66 percent in 2006, 68 percent in 2007, 70 percent in 2008, and is equal to 72 percent in 2009. In 2010, 11 percent of all students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 27 percent in 2001, 24 percent in 2002, 21 percent in 2003, 18 percent in 2004, 16 percent in 2005, 14 percent in 2006, 13 percent in 2007, 12 percent in 2008, and is equal to 11 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

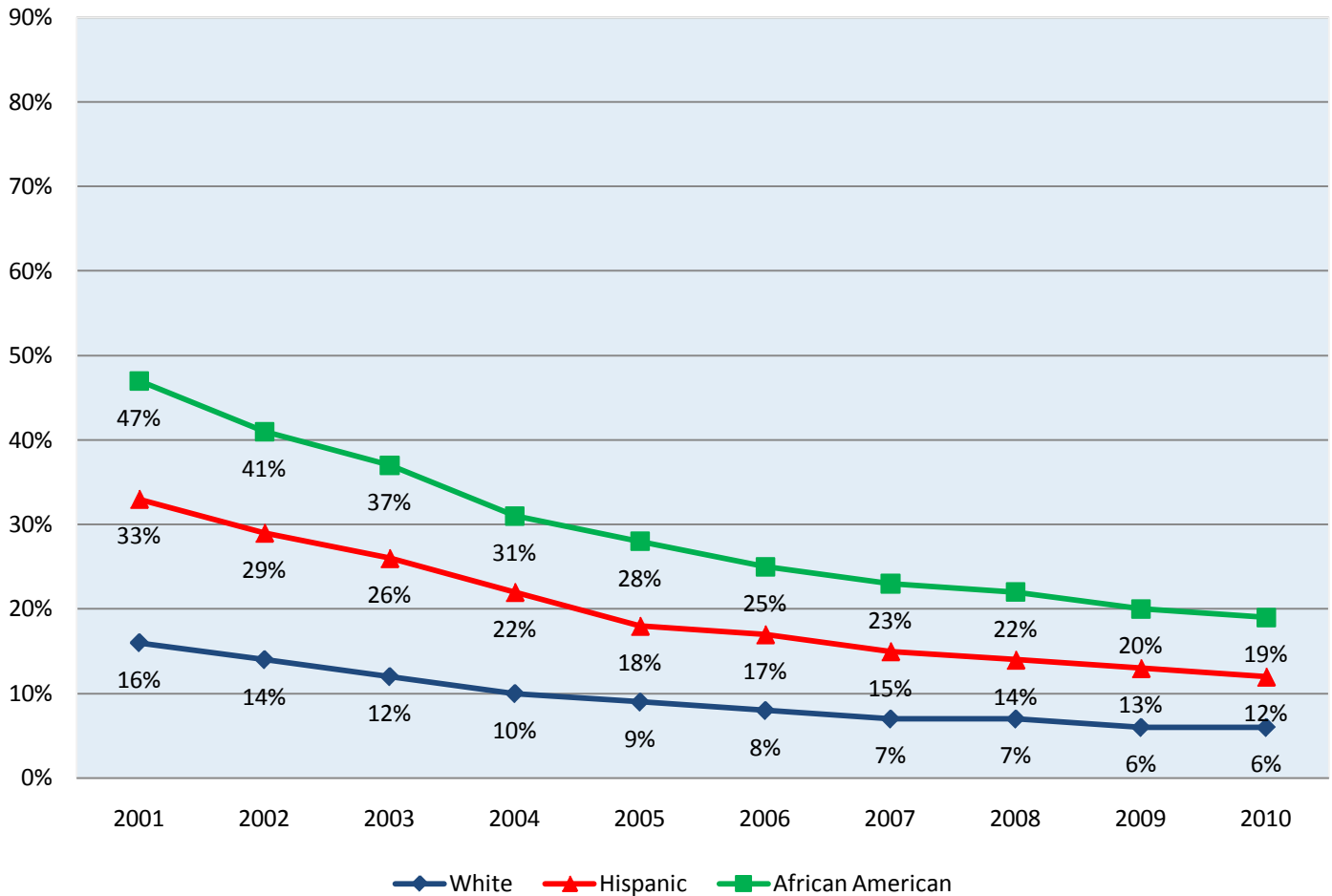
## FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



In 2010, 81 percent of White students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 64 percent in 2001, 65 percent in 2002, 68 percent in 2003, 71 percent in 2004, 74 percent in 2005, 76 percent in 2006, 77 percent in 2007, 79 percent in 2008, and is equal to 81 percent in 2009. In 2010, 69 percent of Hispanic students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 44 percent in 2001, 46 percent in 2002, 49 percent in 2003, 54 percent in 2004, 59 percent in 2005, 61 percent in 2006, 64 percent in 2007, 66 percent in 2008, and 68 percent in 2009. In 2010, 56 percent of African American students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 29 percent in 2001, 31 percent in 2002, 34 percent in 2003, 39 percent in 2004, 44 percent in 2005, 47 percent in 2006, 49 percent in 2007, 52 percent in 2008, and is equal to 56 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

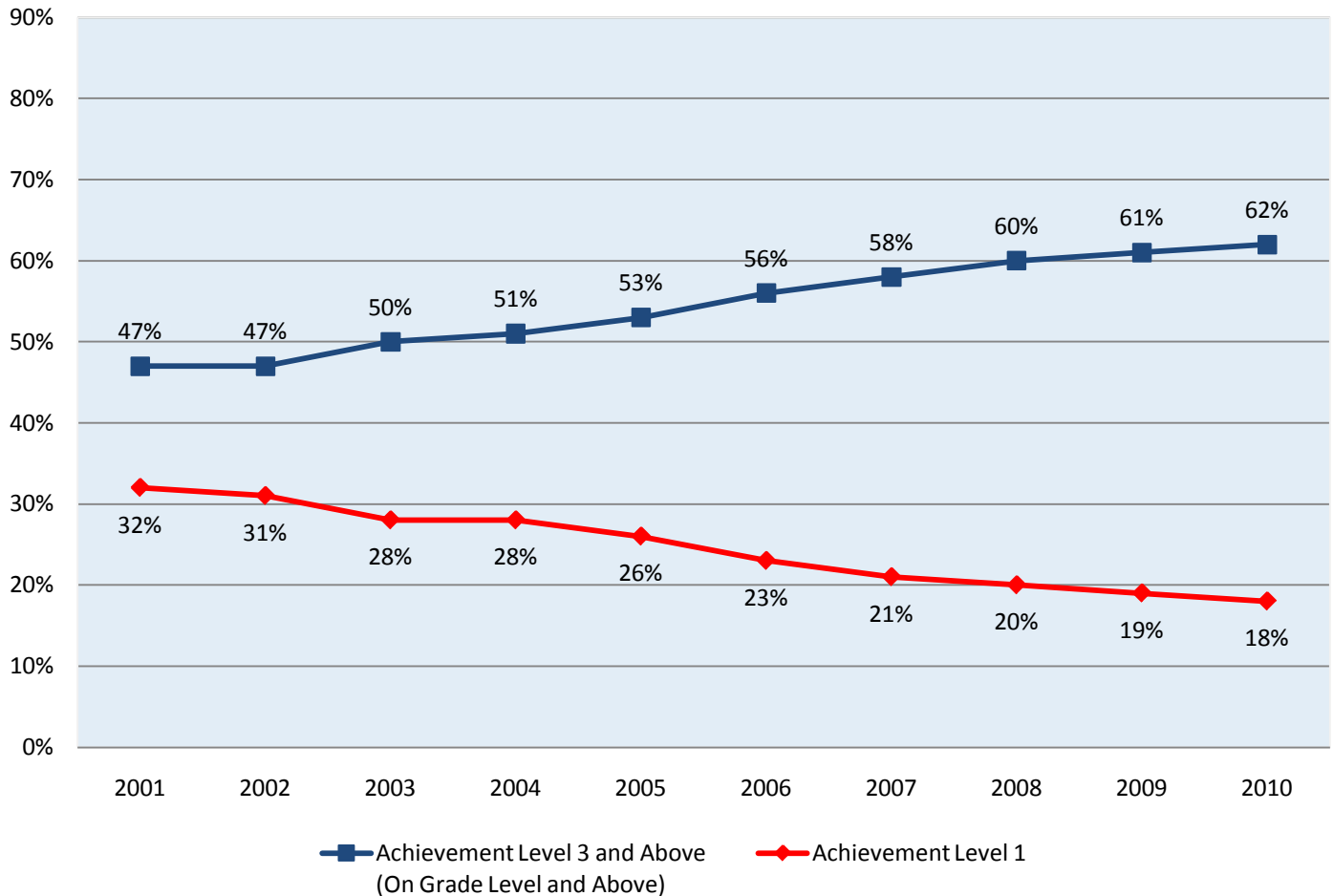
## FCAT Mathematics Achievement Level 1 Grades 3, 4, and 5



In 2010, 6 percent of White students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 16 percent in 2001, 14 percent in 2002, 12 percent in 2003, 10 percent in 2004, 9 percent in 2005, 8 percent in 2006, 7 percent in 2007, 7 percent in 2008, and is equal to 6 percent in 2009. In 2010, 12 percent of Hispanic students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 33 percent in 2001, 29 percent in 2002, 26 percent in 2003, 22 percent in 2004, 18 percent in 2005, 17 percent in 2006, 15 percent in 2007, 14 percent in 2008, and 13 percent in 2009. In 2010, 19 percent of African American students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 47 percent in 2001, 41 percent in 2002, 37 percent in 2003, 31 percent in 2004, 28 percent in 2005, 25 percent in 2006, 23 percent in 2007, 22 percent in 2008, and 20 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

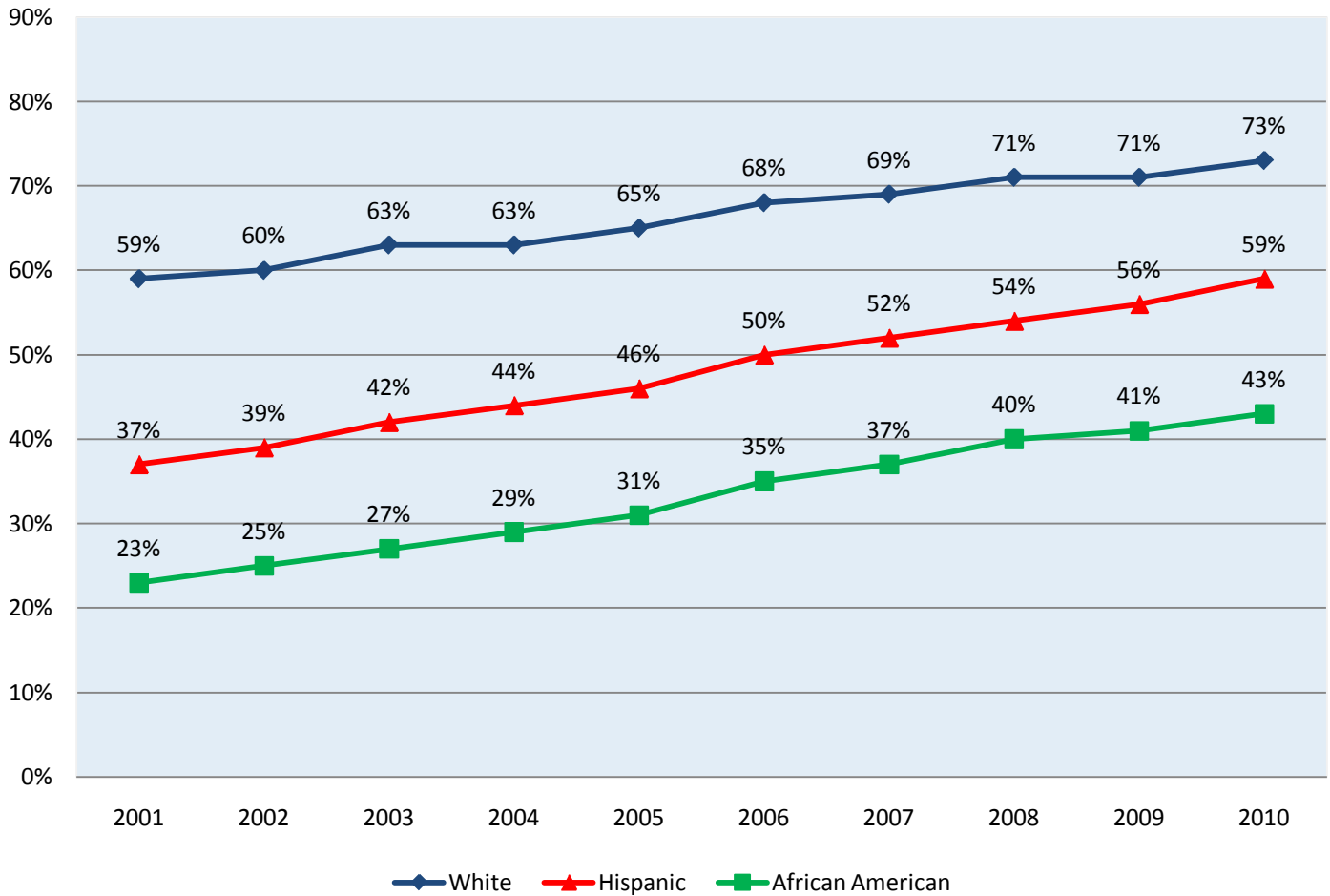
## FCAT Mathematics by Achievement Level Grades 6, 7, and 8



In 2010, 62 percent of all students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 51 percent in 2004, 53 percent in 2005, 56 percent in 2006, 58 percent in 2007, 60 percent in 2008, and 61 percent in 2009. In 2010, 18 percent of all students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 32 percent in 2001, 31 percent in 2002, 28 percent in 2003, 28 percent in 2004, 26 percent in 2005, 23 percent in 2006, 21 percent in 2007, 20 percent in 2008, and 19 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

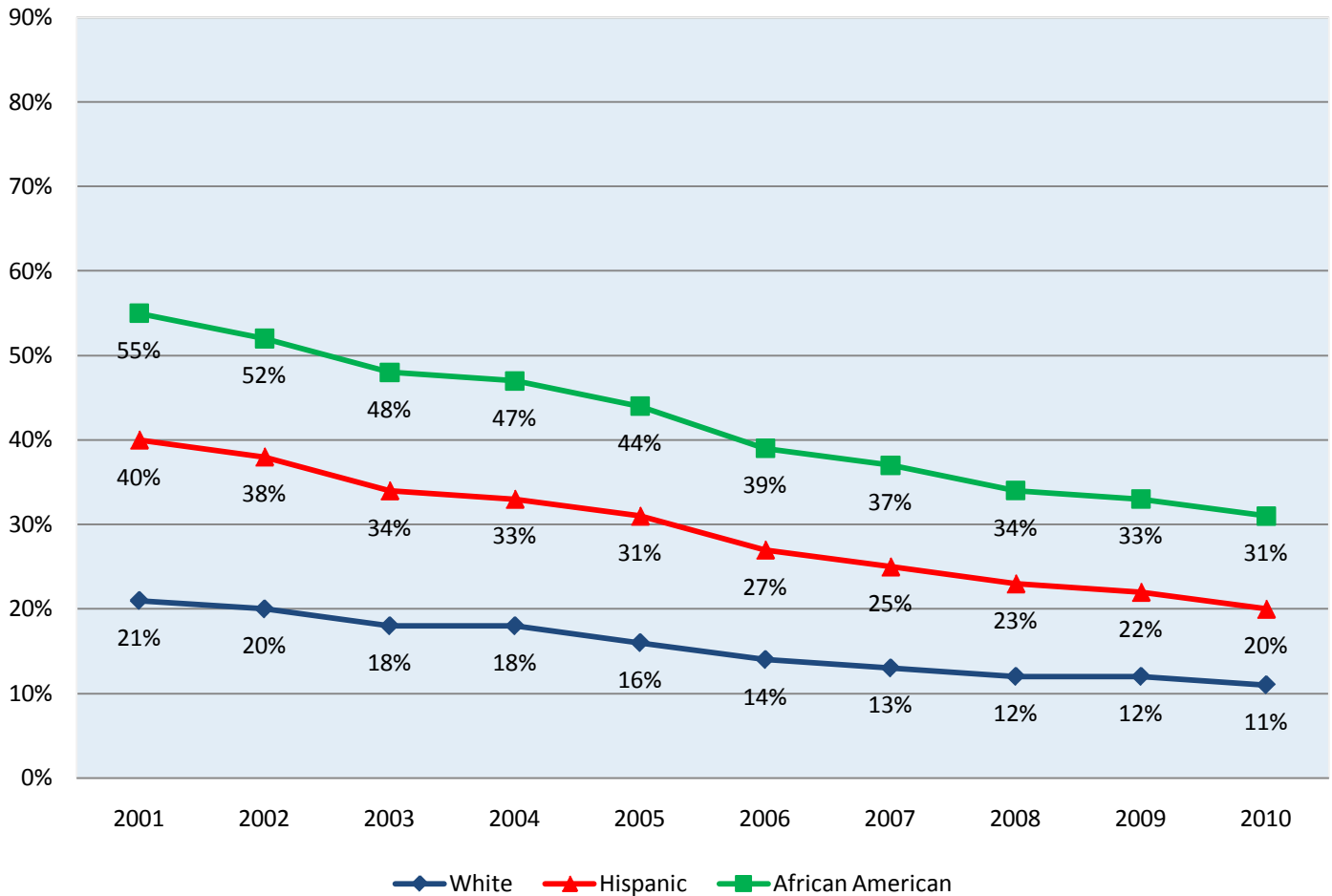
## FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 6, 7, and 8



In 2010, 73 percent of White students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 59 percent in 2001, 60 percent in 2002, 63 percent in 2003, 63 percent in 2004, 65 percent in 2005, 68 percent in 2006, 69 percent in 2007, 71 percent in 2008, and 71 percent in 2009. In 2010, 59 percent of Hispanic students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 37 percent in 2001, 39 percent in 2002, 42 percent in 2003, 44 percent in 2004, 46 percent in 2005, 50 percent in 2006, 52 percent in 2007, 54 percent in 2008, and 56 percent in 2009. In 2010, 43 percent of African American students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 23 percent in 2001, 25 percent in 2002, 27 percent in 2003, 29 percent in 2004, 31 percent in 2005, 35 percent in 2006, 37 percent in 2007, 40 percent in 2008, and 41 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

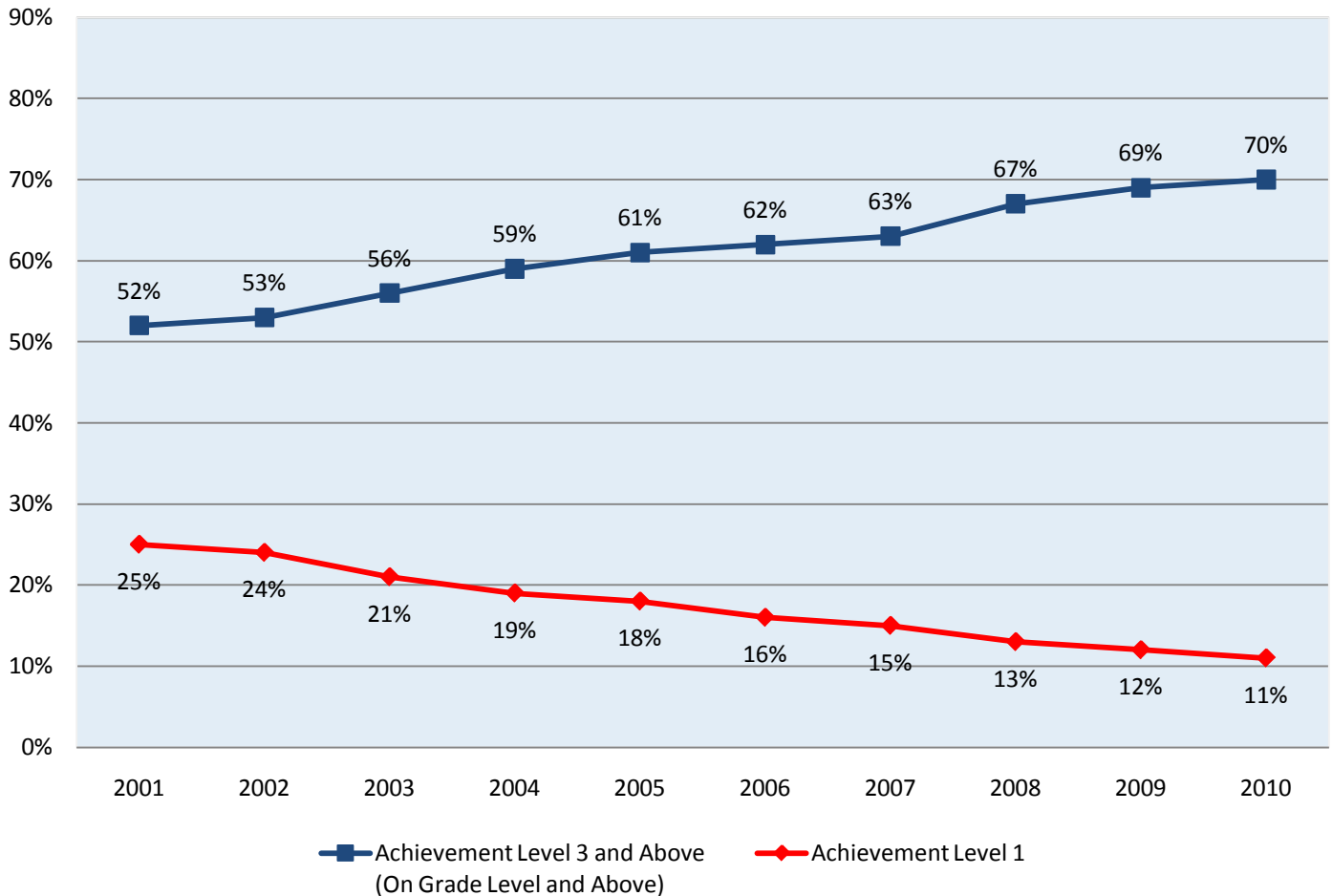
## FCAT Mathematics Achievement Level 1 Grades 6, 7, and 8



In 2010, 11 percent of White students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 21 percent in 2001, 20 percent in 2002, 18 percent in 2003, 18 percent in 2004, 16 percent in 2005, 14 percent 2006, 13 percent in 2007, 12 percent in 2008, and 12 percent in 2009. In 2010, 20 percent of Hispanic students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 40 percent in 2001, 38 percent in 2002, 34 percent in 2003, 33 percent in 2004, 31 percent in 2005, 27 percent in 2006, 25 percent in 2007, 23 percent in 2008, and 22 percent in 2009. In 2010, 31 percent of African American students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 55 percent in 2001, 52 percent in 2002, 48 percent in 2003, 47 percent in 2004, 44 percent in 2005, 39 percent in 2006, 37 percent in 2007, 34 percent in 2008, and 33 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

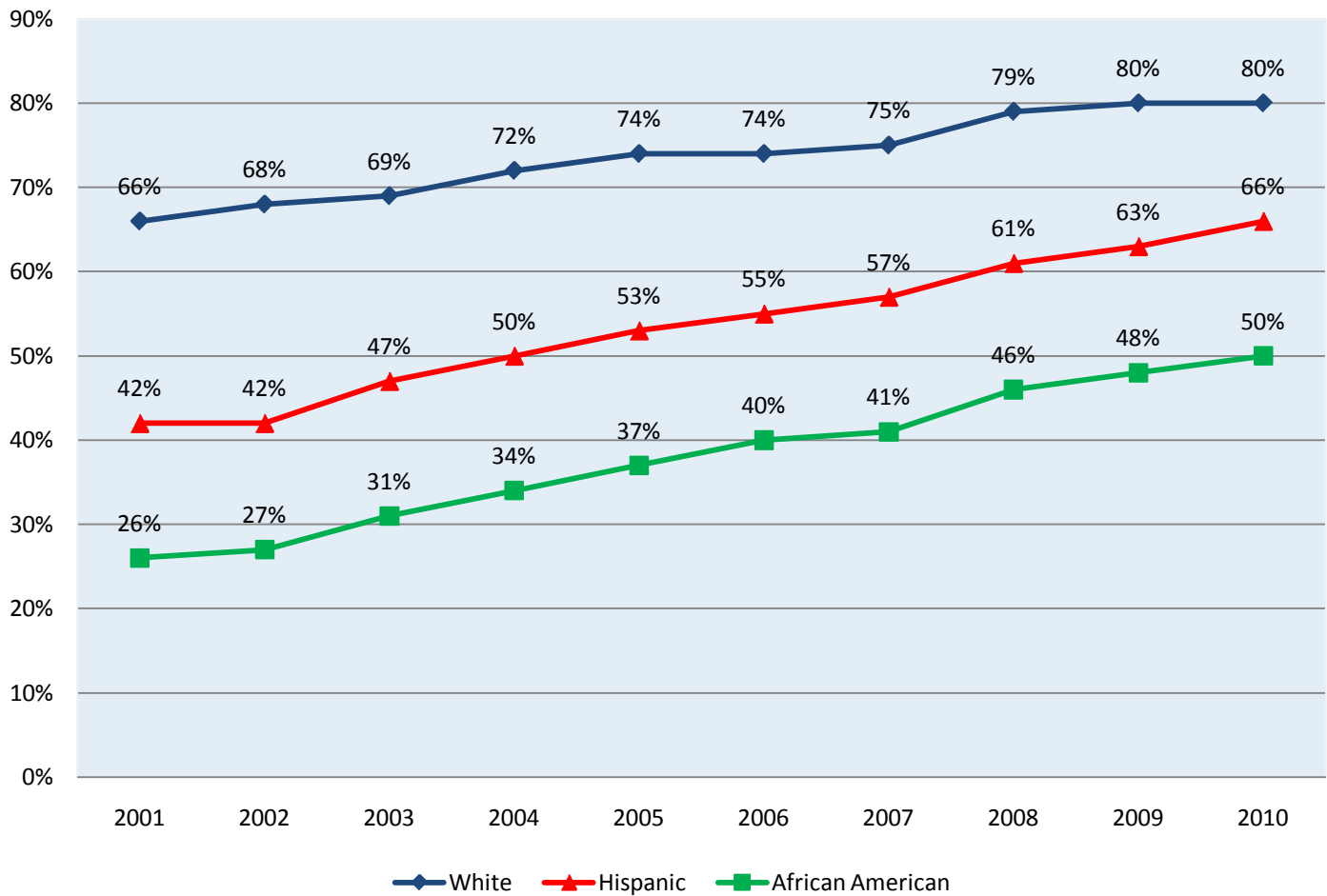
## FCAT Mathematics by Achievement Level Grades 9 and 10



In 2010, 70 percent of all students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 52 percent in 2001, 53 percent in 2002, 56 percent in 2003, 59 percent in 2004, 61 percent in 2005, 62 percent in 2006, 63 percent in 2007, 67 percent in 2008, and 69 percent in 2009. In 2010, 11 percent of all students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 25 percent in 2001, 24 percent in 2002, 21 percent in 2003, 19 percent in 2004, 18 percent in 2005, 16 percent in 2006, 15 percent in 2007, 13 percent in 2008, and 12 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 9 and 10

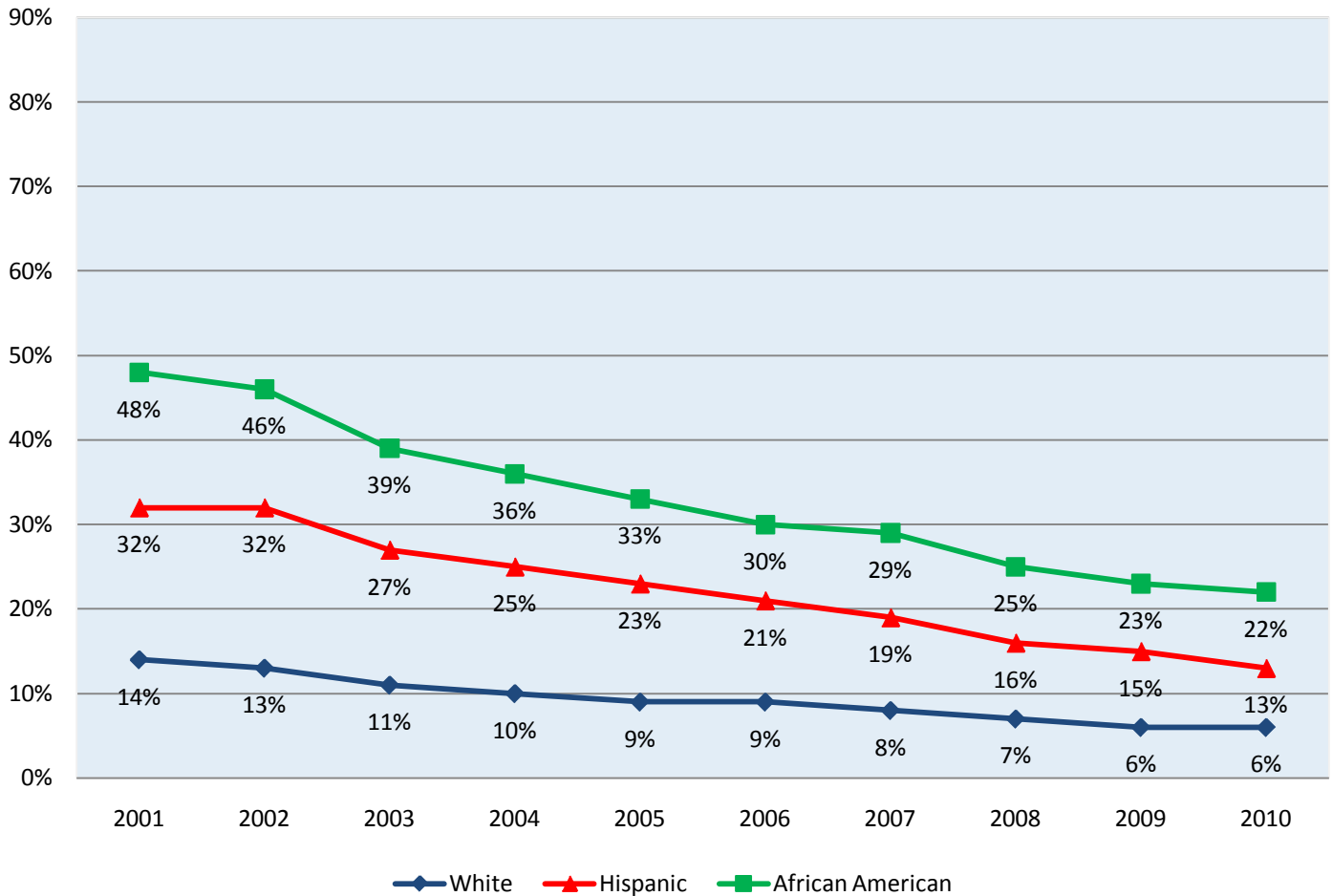


In 2010, 80 percent of White students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 66 percent in 2001, 68 percent in 2002, 69 percent in 2003, 72 percent in 2004, 74 percent in 2005, 74 percent in 2006, 75 percent in 2007, 79 percent in 2008, and is equal to 80 percent in 2009. In 2010, 66 percent of Hispanic students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 42 percent in 2001, 42 percent in 2002, 47 percent in 2003, 50 percent in 2004, 53 percent in 2005, 55 percent in 2006, 57 percent in 2007, 61 percent in 2008, and 63 percent in 2009. In 2010, 50 percent of African American students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 26 percent in 2001, 27 percent in 2002, 31 percent in 2003, 34 percent in 2004, 37 percent in 2005, 40 percent in 2006, 41 percent in 2007, 46 percent in 2008, and 48 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010



## FCAT Mathematics Achievement Level 1 Grades 9 and 10

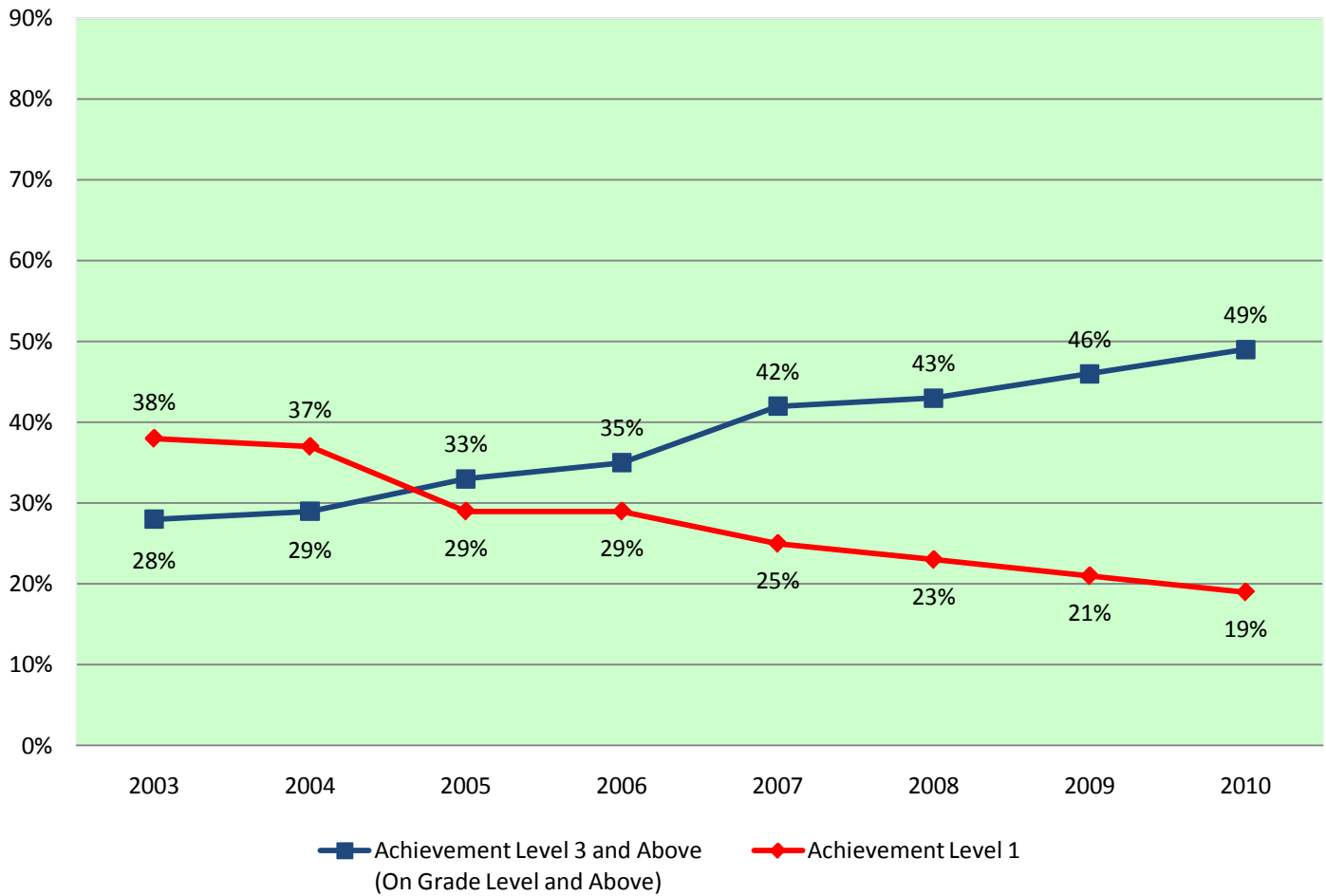


In 2010, 6 percent of White students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 14 percent in 2001, 13 percent in 2002, 11 percent in 2003, 10 percent in 2004, 9 percent in 2005, 9 percent in 2006, 8 percent in 2007, 7 percent in 2008, and is equal to 6 percent in 2009. In 2010, 13 percent of Hispanic students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 32 percent in 2001, 32 percent in 2002, 27 percent in 2003, 25 percent in 2004, 23 percent in 2005, 21 percent in 2006, 19 percent in 2007, 16 percent in 2008, and 15 percent in 2009. In 2010, 22 percent of African American students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 48 percent in 2001, 46 percent in 2002, 39 percent in 2003, 36 percent in 2004, 33 percent in 2005, 30 percent in 2006, 29 percent in 2007, 25 percent in 2008, and 23 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

# Science

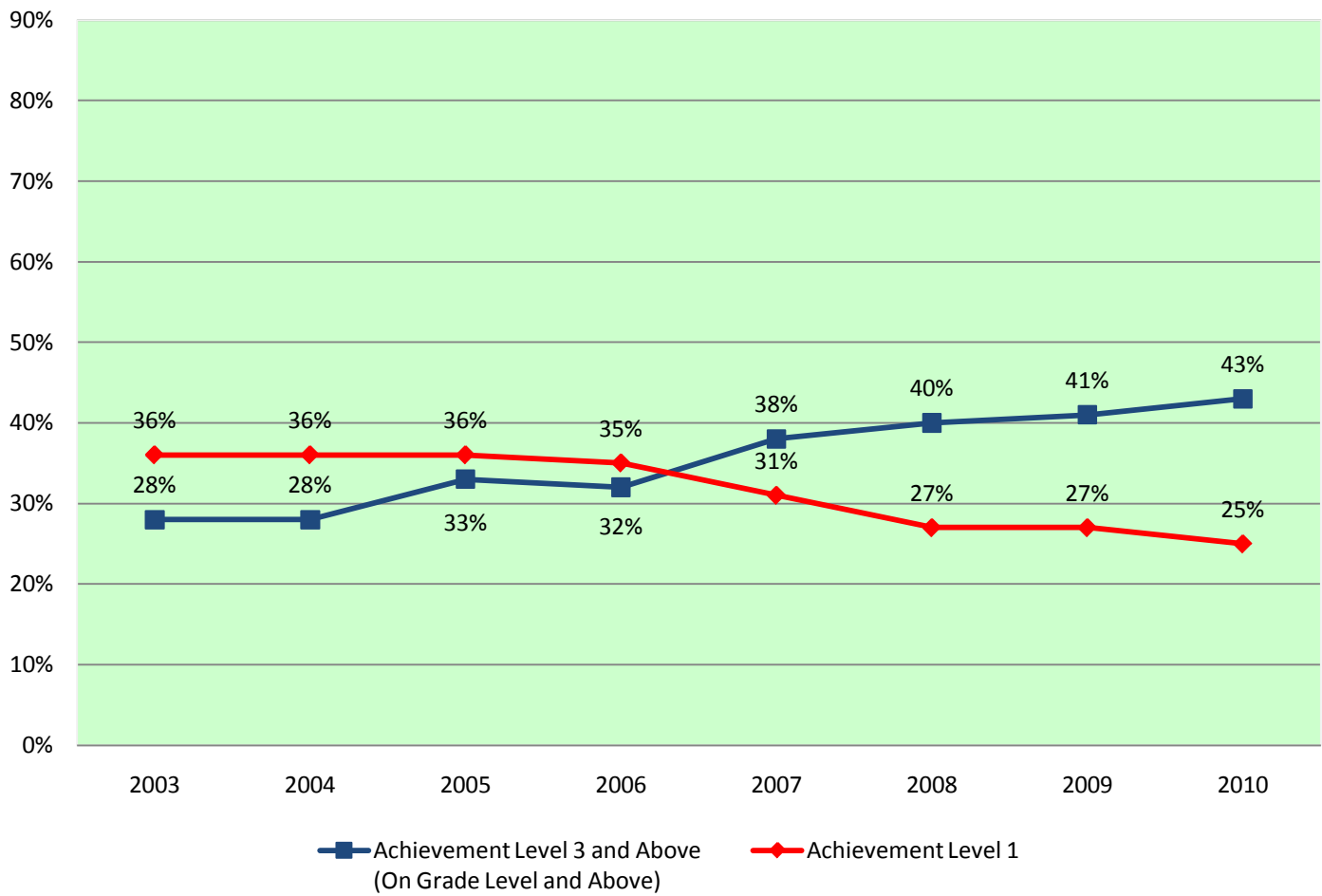
## FCAT Science by Achievement Level Grade 5



In 2010, 49 percent of all students in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 28 percent in 2003, 29 percent in 2004, 33 percent in 2005, 35 percent in 2006, 42 percent in 2007, 43 percent in 2008, and 46 percent in 2009. In 2010, 19 percent of all students in Grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 38 percent in 2003, 37 percent in 2004, 29 percent in 2005, 29 percent in 2006, 25 percent in 2007, 23 percent in 2008, and 21 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

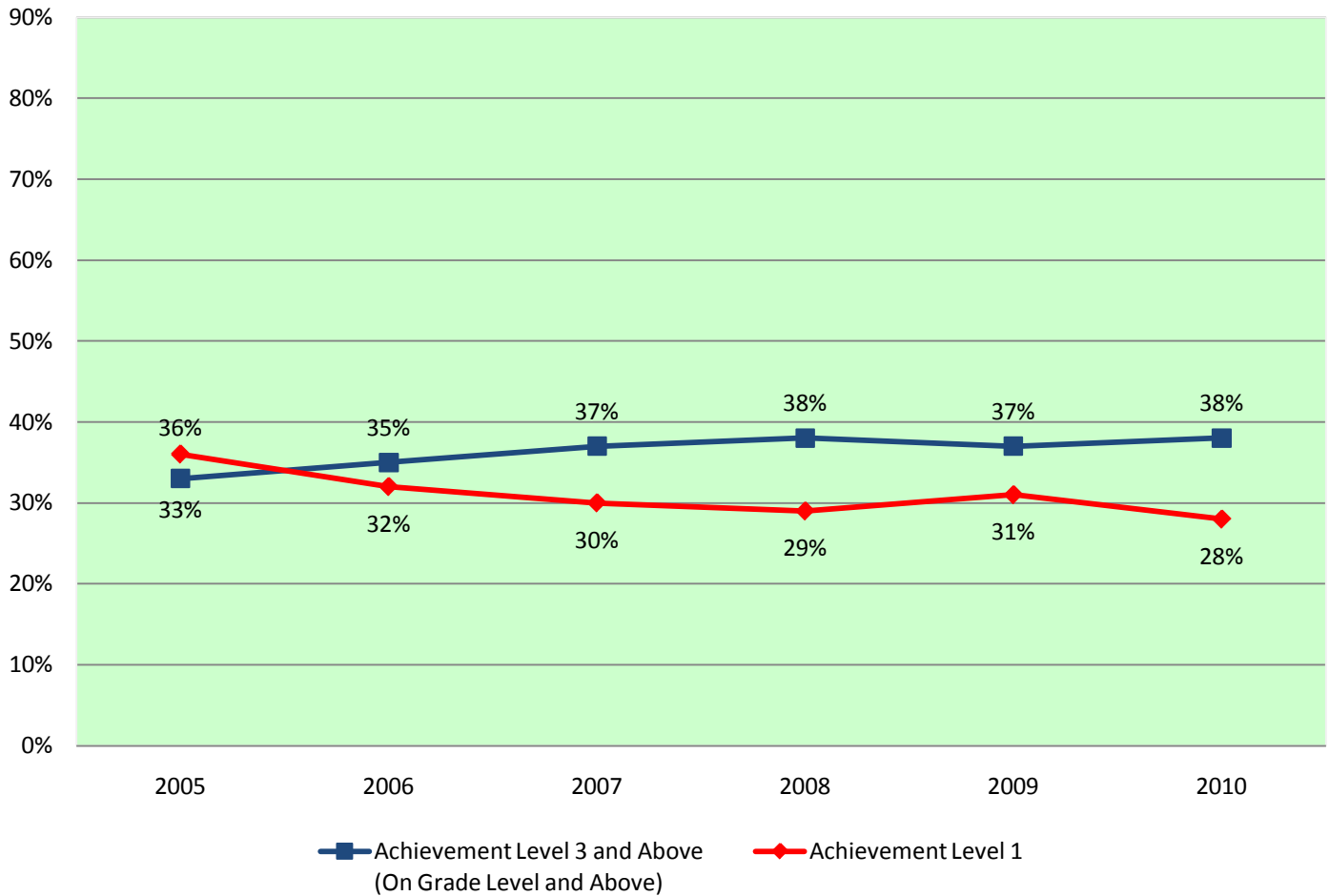
## FCAT Science by Achievement Level Grade 8



In 2010, 43 percent of all students in Grade 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 28 percent in 2003, 28 percent in 2004, 33 percent in 2005, 32 percent in 2006, 38 percent in 2007, 40 percent in 2008, and 41 percent in 2009. In 2010, 25 percent of all students in Grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 36 percent in 2003, 36 percent in 2004, 36 percent in 2005, 35 percent in 2006, 31 percent in 2007, 27 percent in 2008, and 27 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

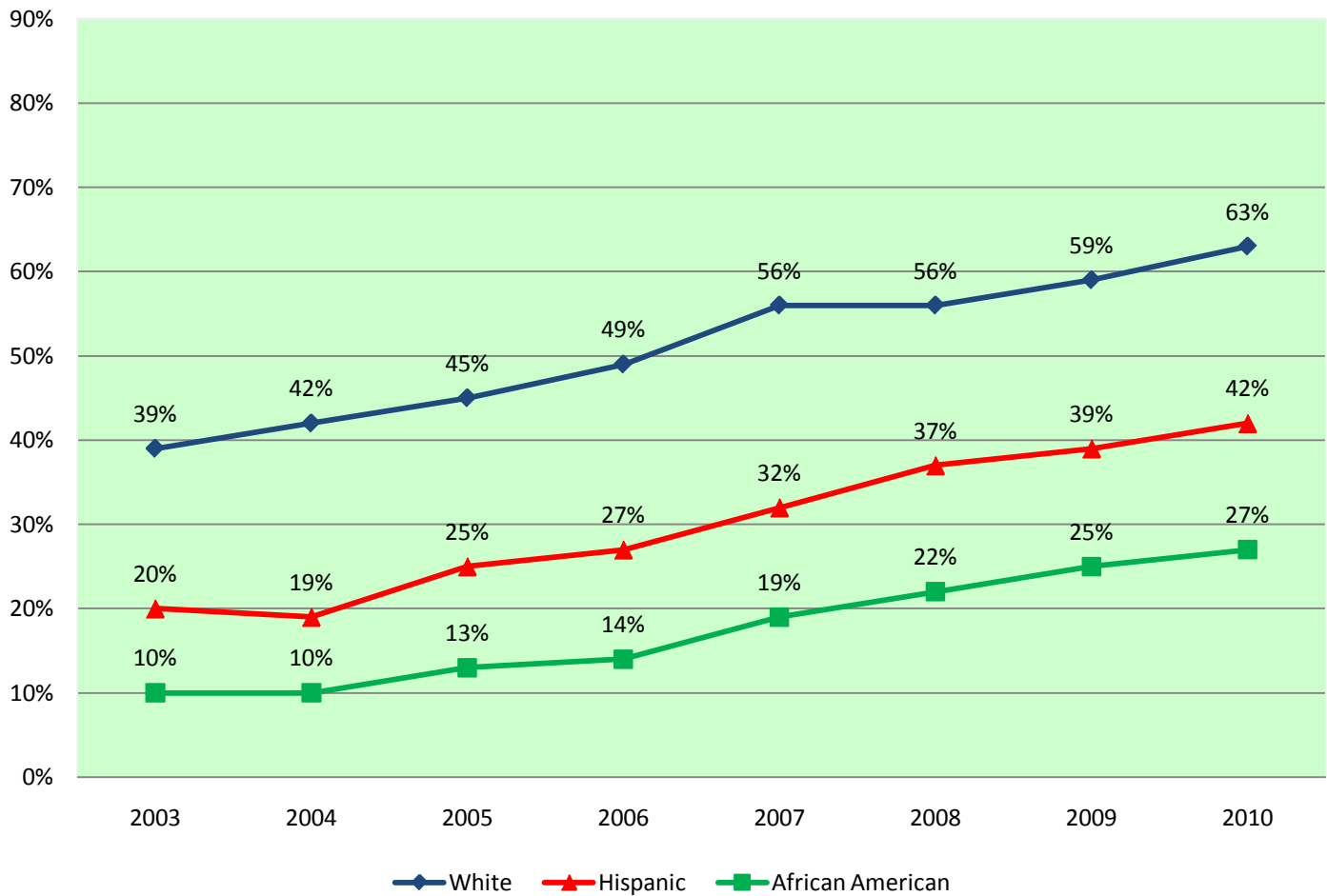
## FCAT Science by Achievement Level Grade 11



In 2010, 38 percent of all students in Grade 11 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 33 percent in 2005, 35 percent in 2006, 37 percent in 2007, 38 percent in 2008, and 37 percent in 2009. In 2010, 28 percent of all students in Grade 11 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 36 percent in 2005, 32 percent in 2006, 30 percent in 2007, 29 percent in 2008, and 31 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

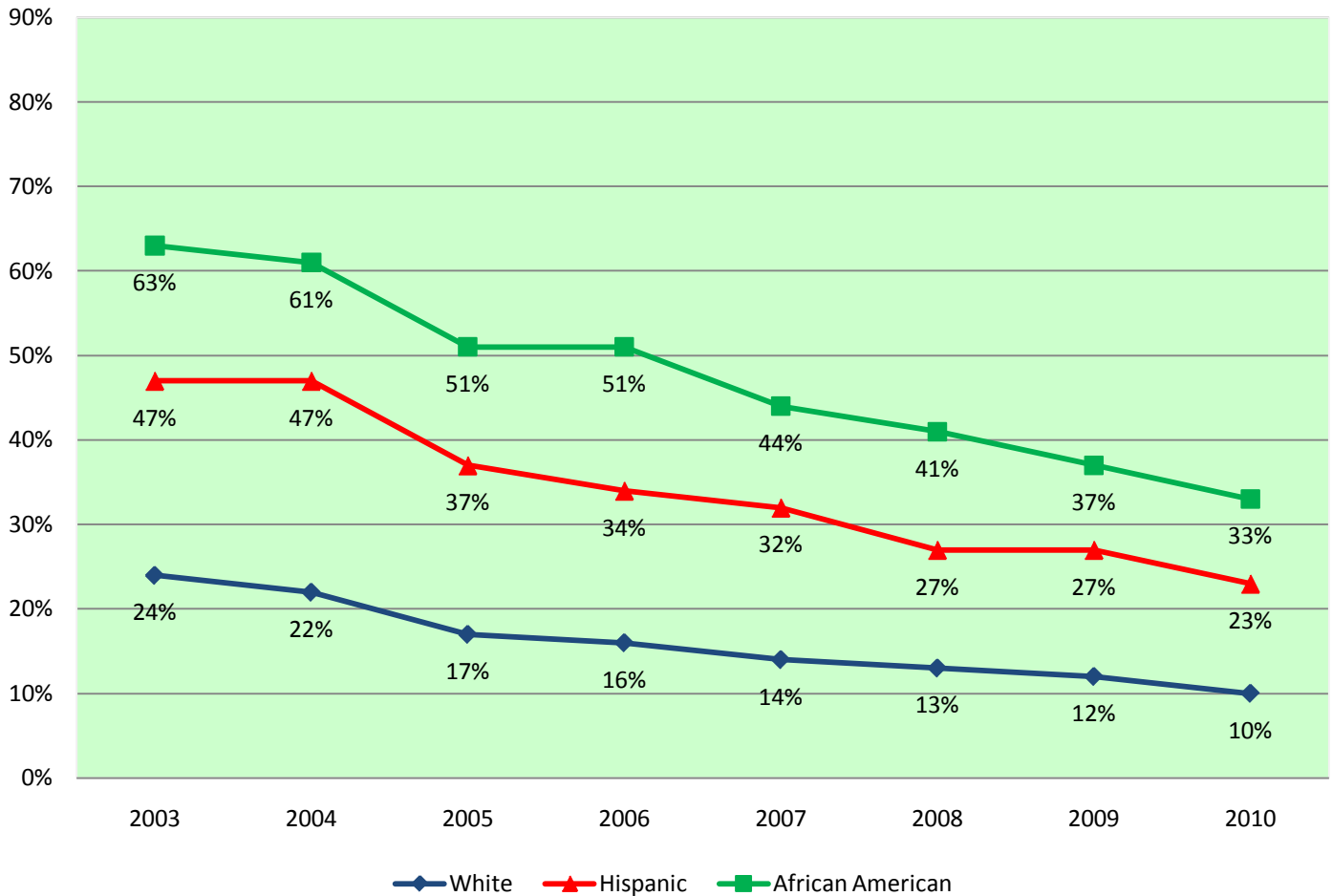
## FCAT Science Achievement Level 3 and Above (On Grade Level and Above) Grade 5



In 2010, 63 percent of White students in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 39 percent in 2003, 42 percent in 2004, 45 percent in 2005, 49 percent in 2006, 56 percent in 2007, 56 percent in 2008, and 59 percent in 2009. In 2010, 42 percent of Hispanic students in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 20 percent in 2003, 19 percent in 2004, 25 percent in 2005, 27 percent in 2006, 32 percent in 2007, 37 percent in 2008, and 39 percent in 2009. In 2010, 27 percent of African American students in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 10 percent in 2003, 10 percent in 2004, 13 percent in 2005, 14 percent in 2006, 19 percent in 2007, 22 percent in 2008, and 25 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

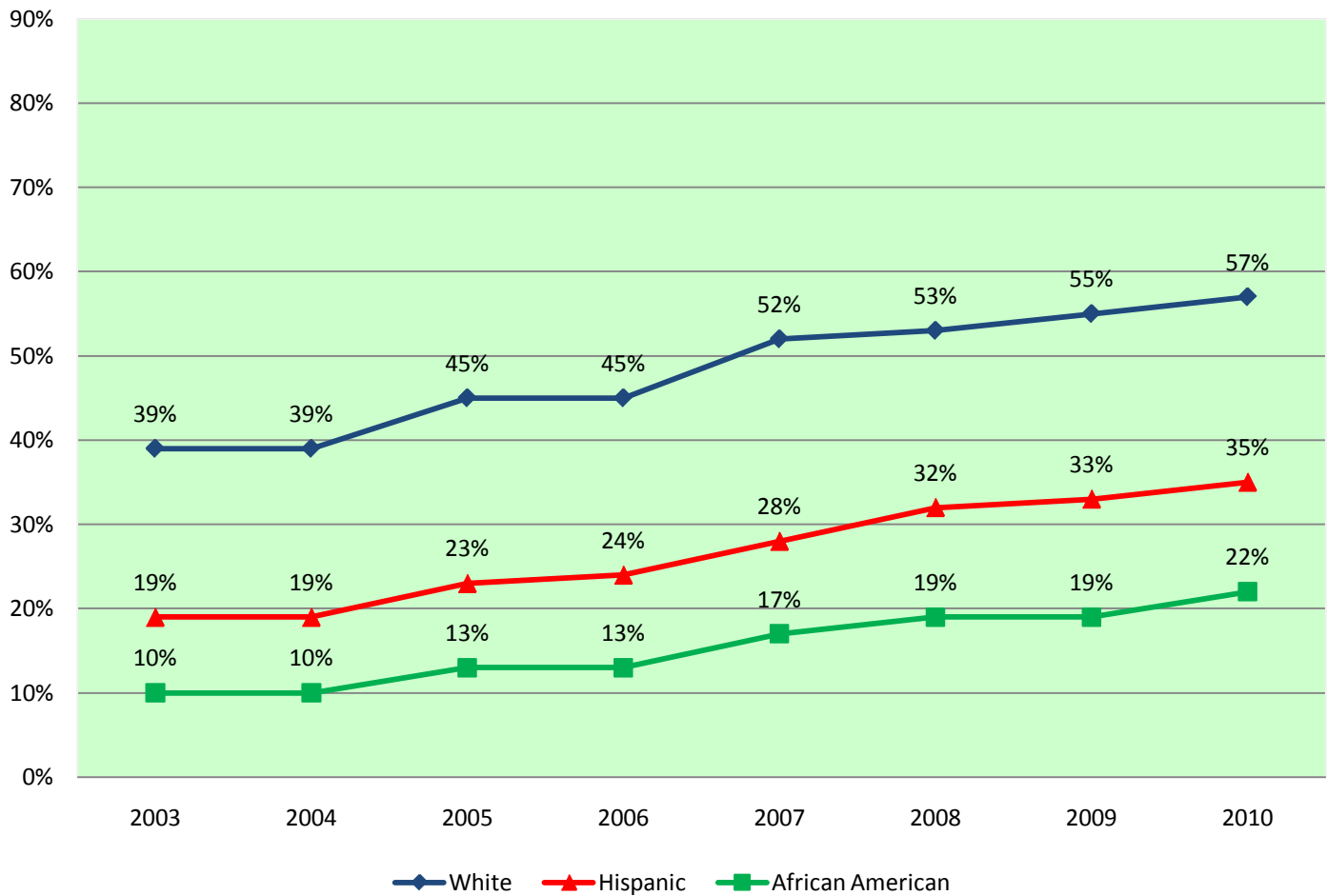
## FCAT Science Achievement Level 1 Grade 5



In 2010, 10 percent of White students in Grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 24 percent in 2003, 22 percent in 2004, 17 percent in 2005, 16 percent in 2006, 14 percent in 2007, 13 percent in 2008, and 12 percent in 2009. In 2010, 23 percent of Hispanic students in Grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 47 percent in 2003, 47 percent in 2004, 37 percent in 2005, 34 percent in 2006, 32 percent in 2007, 27 percent in 2008, and 27 percent in 2009. In 2010, 33 percent of African American students in Grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 63 percent in 2003, 61 percent in 2004, 51 percent in 2005, 51 percent in 2006, 44 percent in 2007, 41 percent in 2008, and 37 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Science Achievement Level 3 and Above (On Grade Level and Above) Grade 8

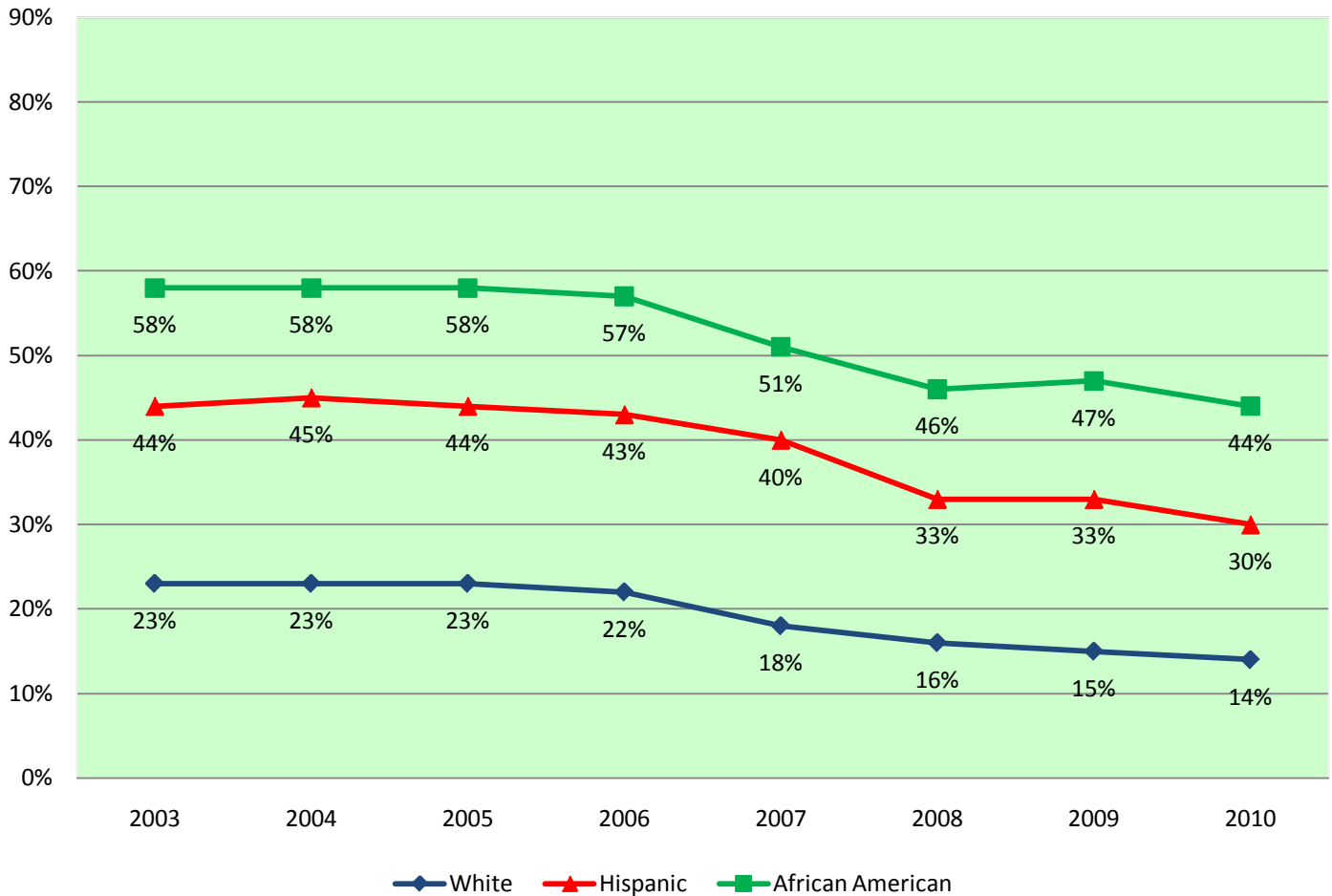


In 2010, 57 percent of White students in Grade 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 39 percent in 2003, 39 percent in 2004, 45 percent in 2005, 45 percent in 2006, 52 percent in 2007, 53 percent in 2008, and 55 percent in 2009. In 2010, 35 percent of Hispanic students in Grade 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 19 percent in 2003, 19 percent in 2004, 23 percent in 2005, 24 percent in 2006, 28 percent in 2007, 32 percent in 2008, and 33 percent in 2009. In 2010, 22 percent of African American students in Grade 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 10 percent in 2003, 10 percent in 2004, 13 percent in 2005, 13 percent in 2006, 17 percent in 2007, 19 percent in 2008, and 19 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010



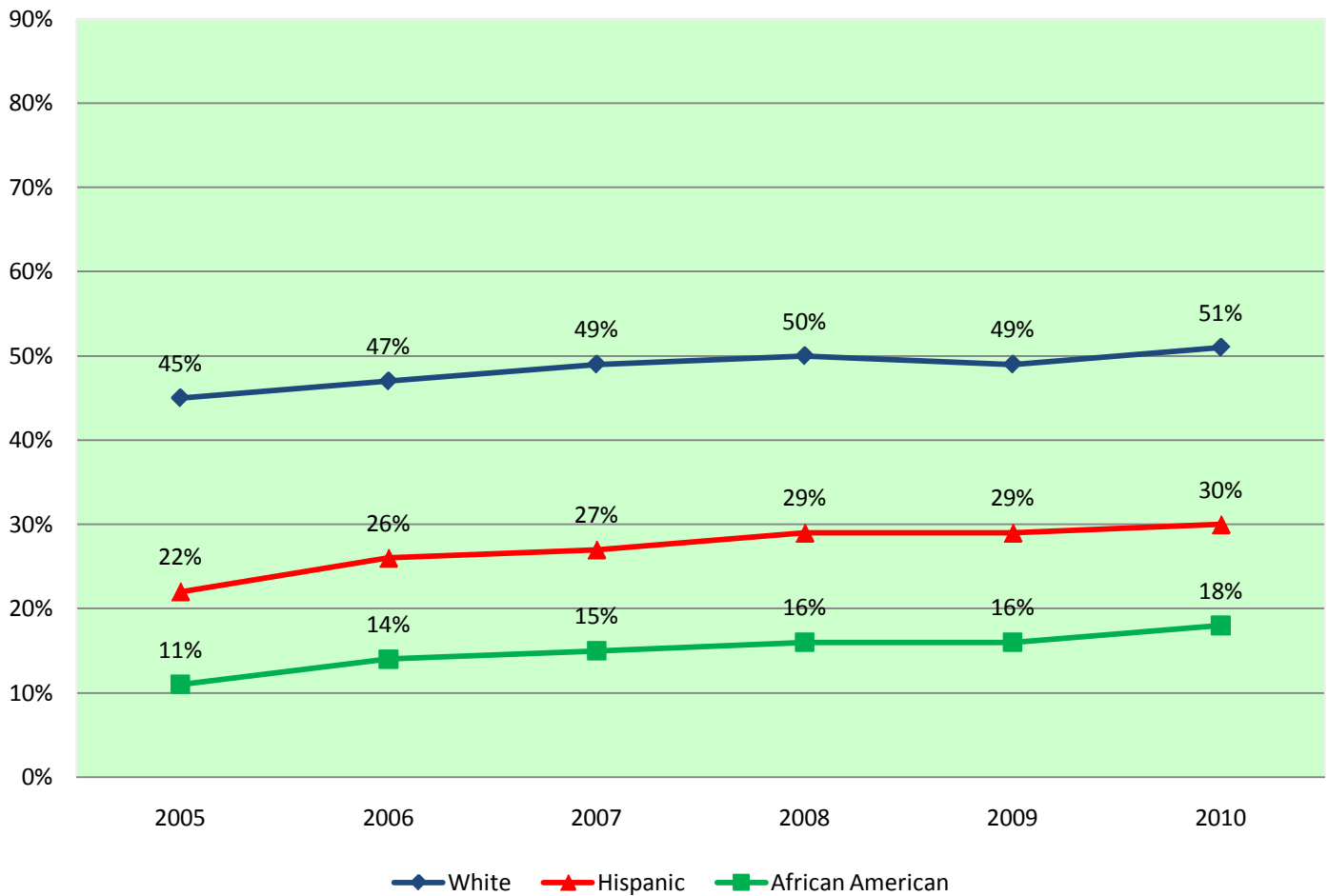
## FCAT Science Achievement Level 1 Grade 8



In 2010, 14 percent of White students in Grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 23 percent in 2003, 23 percent in 2004, 23 percent in 2005, 22 percent in 2006, 18 percent in 2007, 16 percent in 2008, and 15 percent in 2009. In 2010, 30 percent of Hispanic students in Grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 44 percent in 2003, 45 percent in 2004, 44 percent in 2005, 43 percent in 2006, 40 percent in 2007, 33 percent in 2008, and 33 percent in 2009. In 2010, 44 percent of African American students in Grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 58 percent in 2003, 58 percent in 2004, 58 percent in 2005, 57 percent in 2006, 51 percent in 2007, 46 percent in 2008, and 47 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

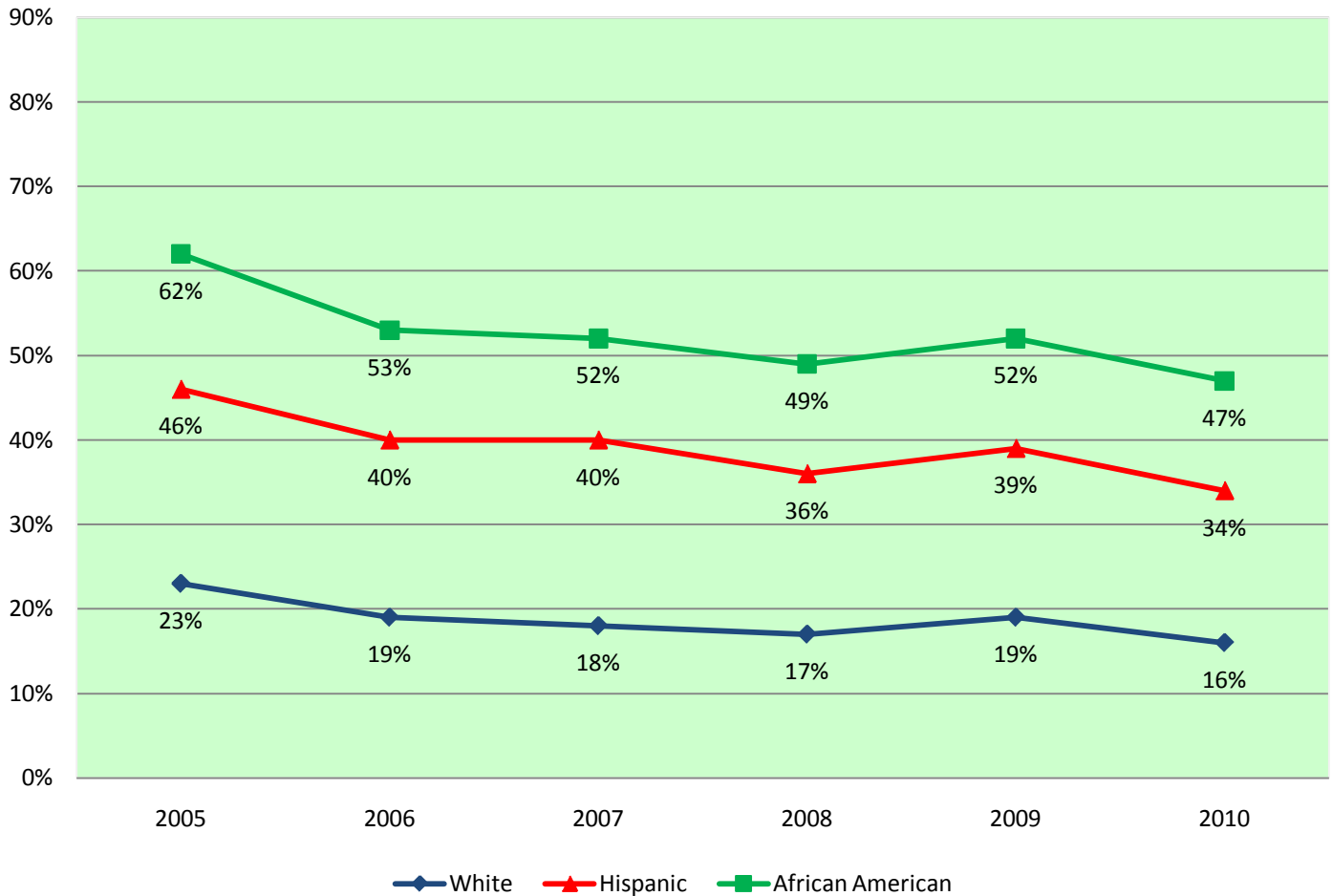
## FCAT Science Achievement Level 3 and Above (On Grade Level and Above) Grade 11



In 2010, 51 percent of White students in Grade 11 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 45 percent in 2005, 47 percent in 2006, 49 percent in 2007, 50 percent in 2008, and 49 percent in 2009. In 2010, 30 percent of Hispanic students in Grade 11 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 22 percent in 2005, 26 percent in 2006, 27 percent in 2007, 29 percent in 2008, and 29 percent in 2009. In 2010, 18 percent of African American students in Grade 11 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 11 percent in 2005, 14 percent in 2006, 15 percent in 2007, 16 percent in 2008, and 16 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

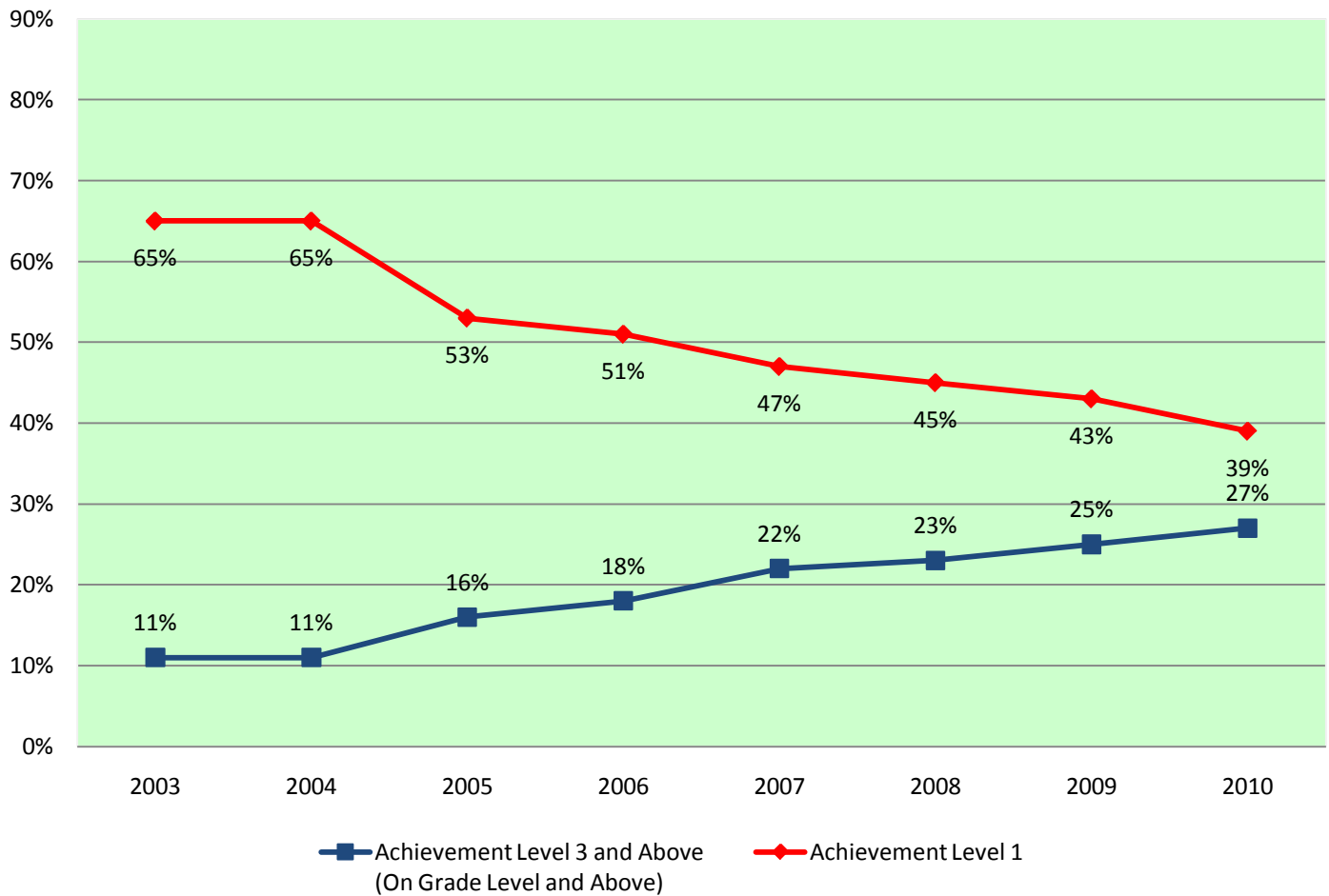
## FCAT Science Achievement Level 1 Grade 11



In 2010, 16 percent of White students in Grade 11 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 23 percent in 2005, 19 percent in 2006, 18 percent in 2007, 17 percent in 2008, and 19 percent in 2009. In 2010, 34 percent of Hispanic students in Grade 11 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 46 percent in 2005, 40 percent in 2006, 40 percent in 2007, 36 percent in 2008, and 39 percent in 2009. In 2010, 47 percent of African American students in Grade 11 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 62 percent in 2005, 53 percent in 2006, 52 percent in 2007, 49 percent in 2008, and 52 percent in 2009.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Science by Achievement Level Students With Disabilities Grade 5

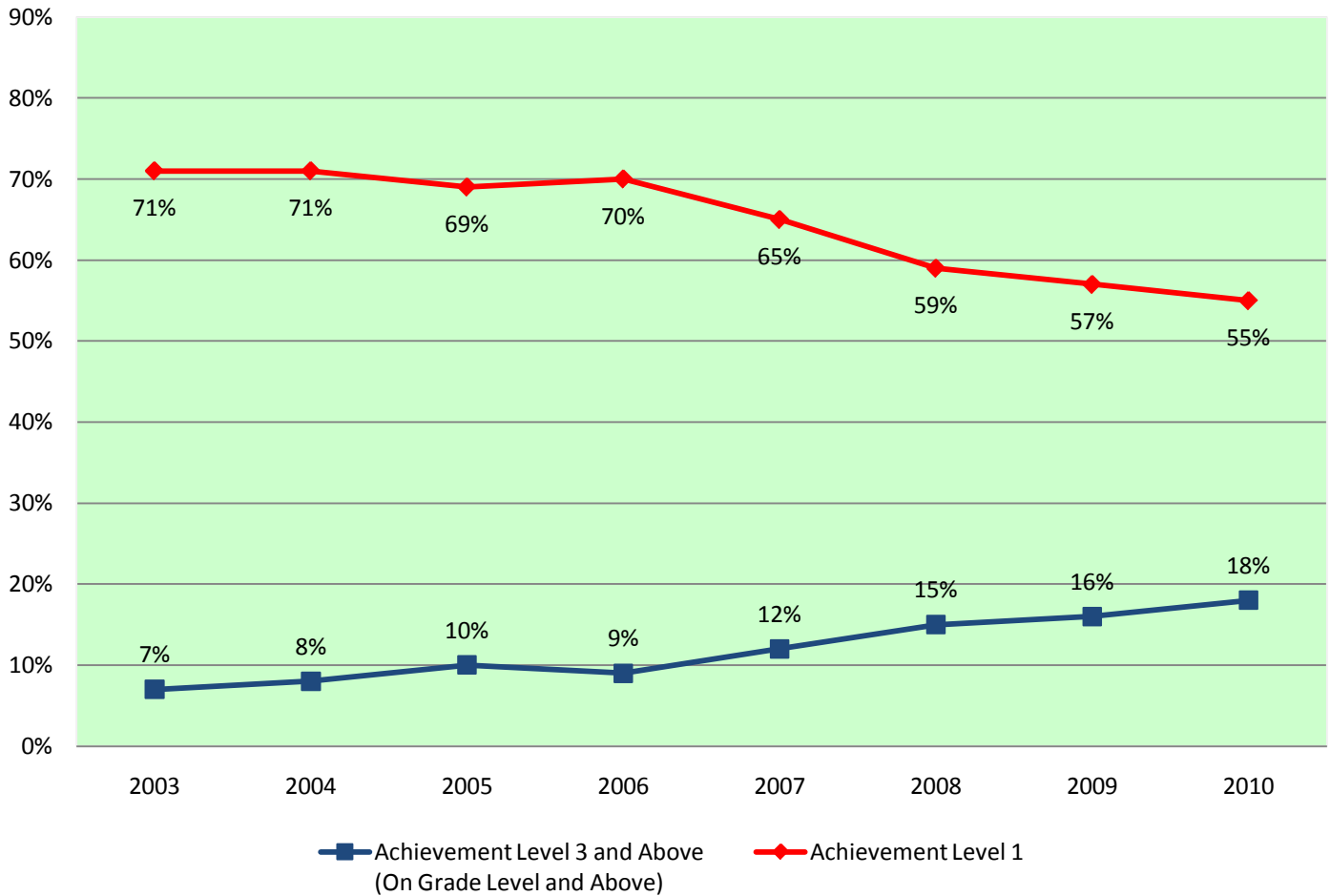


In 2010, 27 percent of Students With Disabilities in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 11 percent in 2003, 11 percent in 2004, 16 percent in 2005, 18 percent in 2006, 22 percent in 2007, 23 percent in 2008, and 25 percent in 2009. In 2010, 39 percent of Students With Disabilities in Grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 65 percent in 2003, 65 percent in 2004, 53 percent in 2005, 51 percent in 2006, 47 percent in 2007, 45 percent in 2008, and 43 percent in 2009.

\*Students With Disabilities (SWDs) include students determined eligible for special education and related services who are receiving services based on an Individual Education Plan.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Science by Achievement Level Students With Disabilities Grade 8

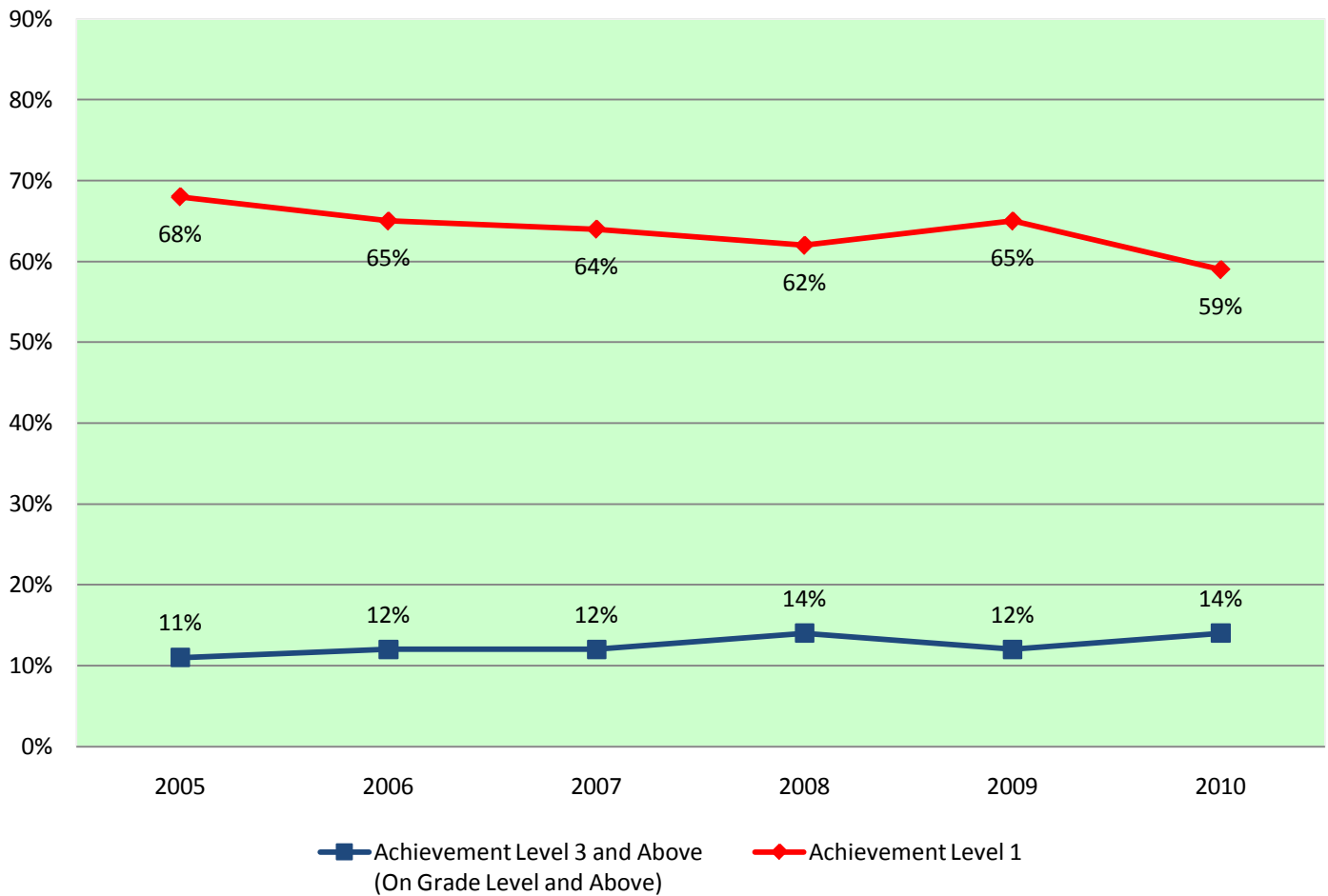


In 2010, 18 percent of Students With Disabilities in Grade 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 7 percent in 2003, 8 percent in 2004, 10 percent in 2005, 9 percent in 2006, 12 percent in 2007, 15 percent in 2008, and 16 percent in 2009. In 2010, 55 percent of Students With Disabilities in Grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 71 percent in 2003, 71 percent in 2004, 69 percent in 2005, 70 percent in 2006, 65 percent in 2007, 59 percent in 2008, and 57 percent in 2009.

\*Students With Disabilities (SWDs) include students determined eligible for special education and related services who are receiving services based on an Individual Education Plan.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Science by Achievement Level Students With Disabilities Grade 11

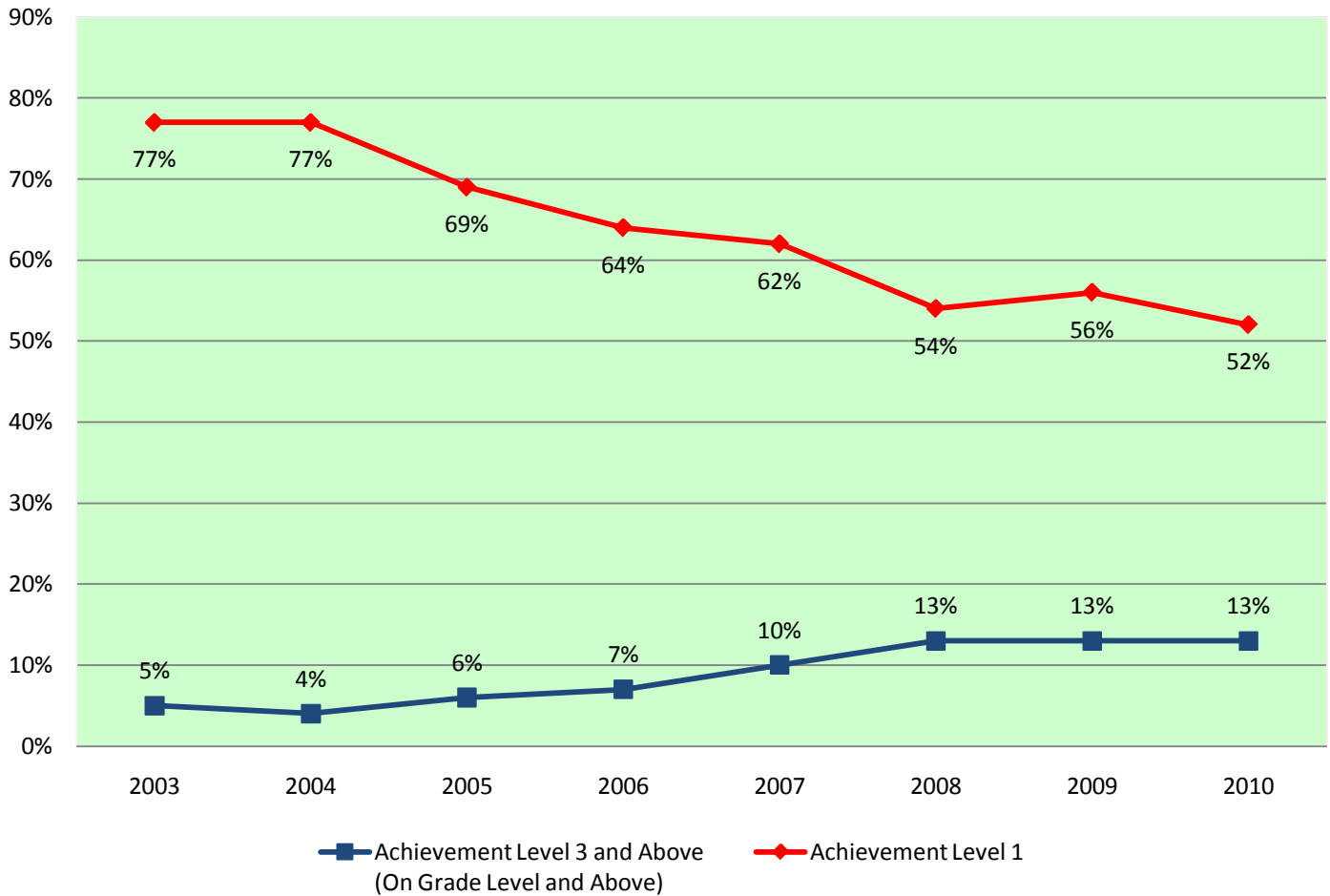


In 2010, 14 percent of Students With Disabilities in Grade 11 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 11 percent in 2005, 12 percent in 2006, 12 percent in 2007, is equal to 14 percent in 2008, and an increase from 12 percent in 2009. In 2010, 59 percent of Students With Disabilities in Grade 11 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 68 percent in 2005, 65 percent in 2006, 64 percent in 2007, 62 percent in 2008, and 65 percent in 2009.

\*Students With Disabilities (SWDs) include students determined eligible for special education and related services who are receiving services based on an Individual Education Plan.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Science by Achievement Level English Language Learners Grade 5

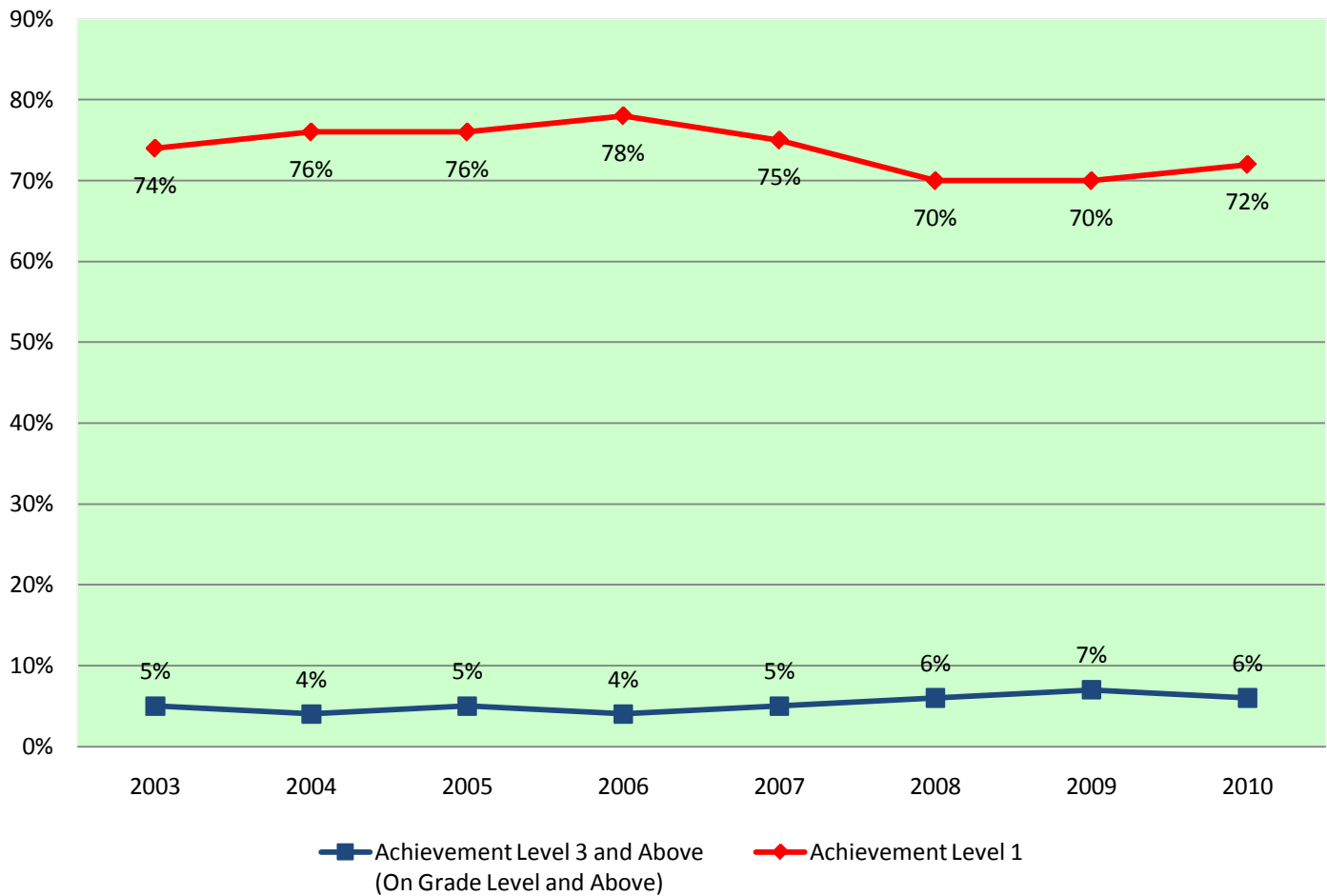


In 2010, 13 percent of English Language Learners in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 5 percent in 2003, 4 percent in 2004, 6 percent in 2005, 7 percent in 2006, 10 percent in 2007, is equal to 13 percent in 2008, and 13 percent in 2009. In 2010, 52 percent of English Language Learners in Grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 77 percent in 2003, 77 percent in 2004, 69 percent in 2005, 64 percent in 2006, 62 percent in 2007, 54 percent in 2008, and 56 percent in 2009.

\*English Language Learners (ELLs) include students enrolled in classes specifically designed to increase their academic and language proficiency.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## FCAT Science by Achievement Level English Language Learners Grade 8



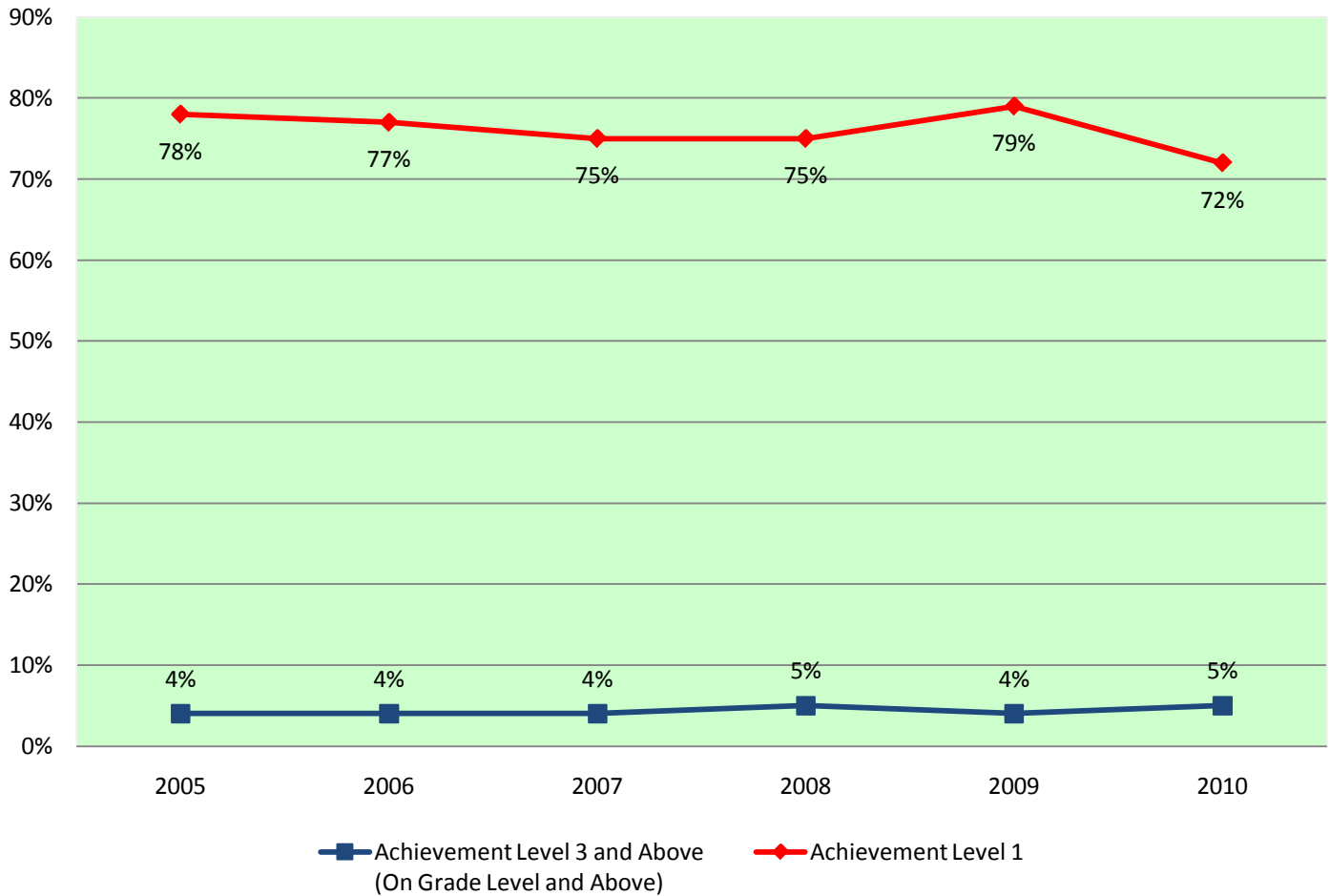
In 2010, 6 percent of English Language Learners in Grade 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 5 percent in 2003, 4 percent in 2004, 5 percent in 2005, 4 percent in 2006, 5 percent in 2007, is equal to 6 percent in 2008, and a decrease from 7 percent in 2009. In 2010, 72 percent of English Language Learners in Grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 74 percent in 2003, 76 percent in 2004, 76 percent in 2005, 78 percent in 2006, 75 percent in 2007, an increase from 70 percent in 2008, and 70 percent in 2009.

\*English Language Learners (ELLs) include students enrolled in classes specifically designed to increase their academic and language proficiency.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010



## FCAT Science by Achievement Level English Language Learners Grade 11



In 2010, 5 percent of English Language Learners in Grade 11 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This represents an increase from 4 percent in 2005, 4 percent in 2006, 4 percent in 2007, is equal to 5 percent in 2008, and an increase from 4 percent on 2009. In 2010, 72 percent of English Language Learners in Grade 11 were performing at Achievement Level 1 on FCAT Science. This represents a decrease from 78 percent in 2005, 77 percent in 2006, 75 percent in 2007, 75 percent in 2008, and 79 percent in 2009.

\*English Language Learners (ELLs) include students enrolled in classes specifically designed to increase their academic and language proficiency.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2010

## Reading Scores

### Statewide Comparison for 2001 to 2010

FCAT Reading – Sunshine State Standards Test<sup>1</sup>

Percent of Students by Achievement Level<sup>2</sup>

Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>2</sup>					Achievement Level Three & Above <sup>2</sup>
					1	2	3	4	5	
3	2001	186,139	1233	289	29	14	32	21	4	57
	2002	188,387	1258	293	27	14	32	23	5	60
	2003	188,107	1290	298	23	15	33	25	5	63
	2004	206,435	1315	303	22	13	33	26	6	66
	2005	202,975	1333	305	20	13	33	28	6	67
	2006	204,238	1382	313	14	11	37	33	5	75
	2007	201,894	1356	309	19	13	33	28	8	69
	2008	204,251	1378	313	16	12	34	31	7	72
	2009	205,135	1381	313	17	12	33	31	8	71
	2010	205,639	1386	314	16	12	33	31	8	72
4	2001	188,696	1455	298	31	16	28	18	7	53
	2002	192,117	1463	299	30	15	28	21	6	55
	2003	193,391	1497	305	25	15	31	23	6	60
	2004	176,148	1571	318	16	14	35	27	7	70
	2005	195,678	1575	319	15	13	35	29	8	71
	2006	192,480	1547	314	19	16	34	26	7	66
	2007	196,512	1558	316	18	14	33	27	8	68
	2008	192,761	1577	319	17	13	32	29	9	70
	2009	195,826	1606	324	13	13	35	30	9	74
	2010	197,230	1601	323	16	13	32	29	11	72
5	2001	187,570	1493	282	31	17	29	18	5	52
	2002	192,662	1507	285	28	18	30	19	4	53
	2003	192,881	1540	290	25	18	33	21	4	58
	2004	196,343	1562	294	24	17	31	22	6	59
	2005	181,651	1611	303	18	16	34	25	7	66
	2006	197,054	1619	304	17	16	35	26	7	67
	2007	192,289	1647	310	14	15	36	29	6	72
	2008	195,400	1624	305	17	16	34	26	7	67
	2009	192,410	1657	311	14	14	34	29	8	71
	2010	196,559	1649	310	15	15	33	28	9	69

NOTE: Achievement Level information was not reported in May 2001 for grades 3, 5, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>1</sup>Data are for all students tested in all curriculum groups.

<sup>2</sup>Percentages may not add to 100 due to rounding.

Percent of Students by Achievement Level<sup>2</sup>

Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>2</sup>					Achievement Level Three & Above <sup>2</sup>
					1	2	3	4	5	
6	2001	187,234	1604	292	30	18	29	18	5	52
	2002	194,140	1601	291	30	18	28	18	5	51
	2003	196,333	1619	295	28	18	30	18	5	53
	2004	199,083	1634	297	26	20	31	18	6	54
	2005	201,609	1644	299	25	20	31	19	5	56
	2006	186,948	1709	311	18	17	33	25	6	64
	2007	198,295	1683	306	19	19	35	21	6	62
	2008	193,844	1705	310	18	18	33	23	8	63
	2009	196,587	1720	313	16	17	34	25	7	66
	2010	194,407	1731	315	17	16	32	26	9	67
7	2001	183,272	1677	292	32	21	28	14	5	47
	2002	191,993	1690	294	29	21	29	16	5	50
	2003	197,417	1704	297	28	21	29	17	6	52
	2004	201,346	1710	298	27	20	30	17	6	53
	2005	202,520	1712	299	27	21	30	17	5	53
	2006	202,438	1773	310	19	21	34	21	6	61
	2007	188,700	1786	313	17	20	35	20	7	63
	2008	197,001	1798	315	17	19	35	22	7	65
	2009	193,336	1813	318	15	18	36	24	7	67
	2010	197,178	1834	322	14	17	34	24	10	68
8	2001	174,016	1814	295	30	27	26	13	4	43
	2002	184,483	1813	295	29	26	28	14	3	45
	2003	192,116	1842	301	26	26	30	16	3	49
	2004	197,778	1815	295	30	26	26	14	4	45
	2005	201,758	1824	297	27	30	30	12	2	44
	2006	200,421	1834	299	24	30	32	13	2	46
	2007	199,456	1850	303	22	29	33	14	2	49
	2008	186,421	1886	310	18	29	34	16	3	53
	2009	194,554	1895	312	18	28	33	17	4	54
	2010	193,010	1897	312	17	27	34	17	4	55

NOTE: Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>1</sup>Data are for all students tested in all curriculum groups.

<sup>2</sup>Percentages may not add to 100 due to rounding.

Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>2</sup>					Achievement Level Three & Above <sup>2</sup>
					1	2	3	4	5	
9	2001	191,518	1781	286	46	26	16	7	5	28
	2002	204,728	1789	287	44	27	17	8	4	29
	2003	205,965	1807	291	43	27	18	8	5	31
	2004	214,994	1830	295	39	29	19	8	5	32
	2005	214,984	1860	301	35	28	21	10	6	36
	2006	212,904	1890	306	30	30	24	11	5	40
	2007	207,794	1900	308	28	31	25	11	5	41
	2008	205,515	1926	313	25	29	26	13	6	46
	2009	192,968	1944	316	22	31	27	13	7	47
	2010	200,395	1948	317	21	30	28	13	7	48
10	2001	144,471	1964	307	31	31	20	8	9	37
	2002	150,178	1942	303	32	33	21	8	7	36
	2003	167,396	1939	302	33	32	20	8	8	36
	2004	166,955	1927	300	37	29	17	7	10	34
	2005	179,354	1906	296	39	29	17	7	8	32
	2006	185,568	1918	298	38	29	17	7	9	32
	2007	186,048	1927	300	39	28	16	7	11	34
	2008	185,276	1958	306	35	27	17	8	13	38
	2009	186,464	1955	305	34	30	18	7	11	37
	2010	179,729	1978	310	32	29	18	8	14	39

NOTE: Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>1</sup>Data are for all students tested in all curriculum groups.

<sup>2</sup>Percentages may not add to 100 due to rounding.

## Mathematics Scores

### Statewide Comparison for 2001 to 2010

FCAT Mathematics – Sunshine State Standards Test<sup>1</sup>

Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>2</sup>					Achievement Level Three & Above <sup>2</sup>
					1	2	3	4	5	
3	2001	186,336	1258	291	24	24	33	16	3	52
	2002	188,606	1308	302	21	20	34	20	5	59
	2003	188,487	1335	308	19	19	34	22	7	63
	2004	206,534	1346	310	17	19	34	23	7	64
	2005	203,037	1380	317	15	17	34	25	9	68
	2006	204,402	1409	324	12	16	34	27	10	72
	2007	201,862	1428	328	12	14	33	28	13	74
	2008	204,180	1454	333	10	13	33	29	14	76
	2009	205,135	1473	337	10	13	32	30	16	78
	2010	205,720	1471	337	9	13	32	30	15	78
4	2001	188,633	1394	286	31	24	29	13	3	45
	2002	192,394	1428	294	26	24	32	15	4	51
	2003	193,503	1446	298	22	23	34	16	4	54
	2004	176,316	1508	312	15	21	37	20	6	64
	2005	195,866	1509	312	15	21	38	21	6	64
	2006	192,610	1534	318	14	19	36	23	8	67
	2007	196,632	1540	319	13	18	37	23	8	69
	2008	192,792	1562	324	12	18	36	24	10	71
	2009	195,844	1585	330	10	15	36	27	12	75
	2010	197,256	1587	330	10	16	36	27	12	74
5	2001	187,623	1579	314	27	25	22	20	6	48
	2002	192,775	1598	318	25	27	23	19	6	48
	2003	192,692	1607	320	23	26	24	21	7	52
	2004	196,233	1616	322	21	27	24	21	7	52
	2005	181,434	1648	329	16	27	27	24	6	57
	2006	197,076	1649	329	17	27	26	24	7	57
	2007	192,369	1662	332	15	26	26	25	8	59
	2008	195,418	1671	333	15	24	27	26	9	61
	2009	192,333	1679	335	14	24	26	27	9	62
	2010	196,648	1682	336	14	23	27	27	9	63

NOTE: Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>1</sup>Data are for all students tested in all curriculum groups.

<sup>2</sup>Percentages may not add to 100 due to rounding.

Percent of Students by Achievement Level<sup>2</sup>

Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>2</sup>					Achievement Level Three & Above <sup>2</sup>
					1	2	3	4	5	
6	2001	187,054	1592	291	39	21	24	12	4	40
	2002	193,963	1622	298	35	22	25	13	5	43
	2003	196,134	1642	302	31	22	27	14	6	47
	2004	198,905	1637	301	33	22	26	14	5	46
	2005	201,550	1653	305	31	22	26	15	6	47
	2006	186,792	1681	312	26	21	28	17	8	53
	2007	198,195	1663	307	28	22	28	16	7	50
	2008	193,758	1687	313	26	21	28	17	8	53
	2009	196,408	1699	316	24	21	29	18	8	55
	2010	194,399	1711	319	23	19	29	19	9	57
7	2001	183,131	1724	290	35	20	24	15	6	45
	2002	191,788	1734	292	33	21	26	14	7	47
	2003	197,161	1747	296	31	21	26	15	6	47
	2004	201,188	1760	299	30	21	27	16	7	50
	2005	202,361	1778	303	26	22	28	17	8	53
	2006	202,303	1791	307	23	22	30	18	7	55
	2007	188,619	1811	312	20	21	32	19	8	59
	2008	196,797	1824	315	18	21	33	19	8	61
	2009	193,239	1820	314	20	20	31	20	9	60
	2010	197,130	1821	314	19	20	32	21	9	61
8	2001	174,067	1847	308	24	21	31	14	10	55
	2002	184,379	1837	305	25	22	31	14	8	53
	2003	191,656	1856	310	22	22	32	14	10	56
	2004	197,646	1858	311	23	21	31	15	11	56
	2005	201,488	1866	313	21	20	32	15	11	59
	2006	200,431	1872	314	20	20	33	16	11	60
	2007	199,297	1885	318	18	19	34	17	12	63
	2008	186,211	1910	324	14	19	35	19	13	67
	2009	194,297	1903	322	14	20	37	18	11	66
	2010	192,919	1911	324	12	20	38	19	12	68

NOTE: Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>1</sup>Data are for all students tested in all curriculum groups.

<sup>2</sup>Percentages may not add to 100 due to rounding.

Percent of Students by Achievement Level<sup>2</sup>

Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>2</sup>					Achievement Level Three & Above <sup>2</sup>
					1	2	3	4	5	
9	2001	191,094	1863	284	30	24	24	15	7	46
	2002	203,911	1871	286	28	24	26	15	6	47
	2003	205,079	1892	293	23	25	28	17	6	51
	2004	214,168	1903	296	22	23	28	19	8	55
	2005	214,360	1918	300	20	21	30	20	9	59
	2006	212,359	1924	302	18	23	30	20	9	59
	2007	207,364	1925	302	17	22	31	21	8	60
	2008	205,001	1946	309	15	20	33	23	9	65
	2009	192,598	1961	313	12	20	33	24	11	68
	2010	200,111	1955	311	13	20	33	24	10	67
10	2001	144,236	1975	321	20	21	24	25	10	59
	2002	149,783	1967	319	19	21	25	27	8	60
	2003	165,624	1970	320	19	20	24	27	9	60
	2004	166,227	1982	323	16	21	26	29	9	63
	2005	178,530	1979	322	15	22	27	28	8	63
	2006	184,635	1987	324	15	19	26	31	8	65
	2007	185,346	1983	323	14	20	28	30	7	65
	2008	184,617	1998	327	12	19	28	33	8	69
	2009	185,910	2000	327	12	18	29	32	8	69
	2010	179,252	2014	331	10	17	29	35	9	73

NOTE: Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>1</sup>Data are for all students tested in all curriculum groups.

<sup>2</sup>Percentages may not add to 100 due to rounding.

## Science Scores

### Statewide Comparison for 2001 to 2010

FCAT Science – Sunshine State Standards Test<sup>1</sup>

Grade	Year	Number of Students	Average Mean Scale Score	Percent of Students by Achievement Level <sup>2</sup>					Achievement Level Three & Above <sup>2</sup>
				1	2	3	4	5	
5	2003	191,470	285	38	34	22	4	1	28
5	2004	195,700	286	37	34	24	4	1	29
5	2005	180,453	296	29	38	27	5	1	33
5	2006	195,877	299	29	36	27	6	2	35
5	2007	191,789	306	25	33	31	8	2	42
5	2008	194,991	310	23	33	32	9	3	43
5	2009	191,751	314	21	32	34	10	2	46
5	2010	196,011	318	19	32	35	11	4	49
8	2003	189,425	287	36	37	24	3	0	28
8	2004	195,351	286	36	36	25	3	0	28
8	2005	198,670	291	36	32	26	5	1	33
8	2006	198,142	289	35	33	26	5	1	32
8	2007	197,536	298	31	31	30	7	1	38
8	2008	184,828	305	27	33	31	7	2	40
8	2009	193,018	305	27	32	32	8	2	41
8	2010	192,138	310	25	32	32	8	2	43
10	2003	154,263	290	42	29	23	5	1	29
10	2004	163,546	287	40	30	24	5	1	30
11 <sup>3</sup>	2005	142,353	293	36	31	27	5	1	33
11	2006	149,848	298	32	33	30	4	0	35
11	2007	164,580	302	30	33	31	5	1	37
11	2008	165,456	304	29	33	31	6	1	38
11	2009	167,041	303	31	32	30	6	1	37
11	2010	172,954	306	28	34	32	6	1	38

NOTE: Achievement Level information was not reported for FCAT Science until May 2006. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>1</sup>Data are for all students tested in all curriculum groups.

<sup>2</sup>Percentages may not add to 100 due to rounding.

<sup>3</sup>The high school Science assessment was moved from grade 10 to grade 11 in 2005.



## 2010 FCAT Reading Results - Grades 3-10 Percent Comparison by Year and District

Achievement Level 3 and Above (On Grade Level and Above)

District	2010	2009	2001	Change 2001-2010	Change 2009-2010
STATE	62%	61%	47%	15%	1%
ALACHUA	61%	61%	52%	9%	0%
BAKER	62%	61%	44%	18%	1%
BAY	66%	68%	55%	11%	-2%
BRADFORD	53%	52%	40%	13%	1%
BREVARD	72%	72%	59%	13%	0%
BROWARD	63%	62%	48%	15%	1%
CALHOUN	68%	68%	59%	9%	0%
CHARLOTTE	65%	65%	54%	11%	0%
CITRUS	65%	64%	52%	13%	1%
CLAY	69%	68%	57%	12%	1%
COLLIER	62%	60%	50%	12%	2%
COLUMBIA	63%	61%	47%	16%	2%
DADE	58%	56%	34%	24%	2%
DESOTO	56%	54%	32%	24%	2%
DIXIE	59%	60%	40%	19%	-1%
DUVAL	58%	58%	45%	13%	0%
ESCAMBIA	57%	59%	49%	8%	-2%
FLAGLER	64%	63%	55%	9%	1%
FRANKLIN	57%	56%	44%	13%	1%
GADSDEN	43%	41%	24%	19%	2%
GILCHRIST	70%	70%	46%	24%	0%
GLADES	62%	60%	41%	21%	2%
GULF	66%	63%	52%	14%	3%
HAMILTON	45%	44%	33%	12%	1%
HARDEE	54%	53%	39%	15%	1%
HENDRY	52%	50%	36%	16%	2%
HERNANDO	63%	61%	50%	13%	2%
HIGHLANDS	56%	56%	45%	11%	0%
HILLSBOROUGH	60%	59%	49%	11%	1%
HOLMES	60%	60%	48%	12%	0%
INDIAN RIVER	64%	64%	50%	14%	0%
JACKSON	61%	63%	49%	12%	-2%
JEFFERSON	40%	39%	28%	12%	1%
LAFAYETTE	60%	60%	53%	7%	0%
LAKE	61%	61%	50%	11%	0%

## Florida Department of Education

District	2010	2009	2001	Change 2001-2010	Change 2009-2010
STATE	62%	61%	47%	15%	1%
LEE	63%	63%	50%	13%	0%
LEON	66%	66%	59%	7%	0%
LEVY	56%	55%	48%	8%	1%
LIBERTY	62%	60%	55%	7%	2%
MADISON	45%	47%	33%	12%	-2%
MANATEE	58%	59%	50%	8%	-1%
MARION	59%	60%	47%	12%	-1%
MARTIN	70%	70%	59%	11%	0%
MONROE	67%	66%	56%	11%	1%
NASSAU	70%	69%	52%	18%	1%
OKALOOSA	74%	75%	58%	16%	-1%
OKEECHOBEE	54%	55%	46%	8%	-1%
ORANGE	61%	59%	42%	19%	2%
OSCEOLA	55%	54%	38%	17%	1%
PALM BEACH	63%	62%	46%	17%	1%
PASCO	62%	62%	48%	14%	0%
PINELLAS	62%	62%	51%	11%	0%
POLK	55%	54%	44%	11%	1%
PUTNAM	53%	54%	40%	13%	-1%
SANTA ROSA	74%	74%	63%	11%	0%
SARASOTA	71%	70%	59%	12%	1%
SEMINOLE	72%	71%	58%	14%	1%
ST. JOHNS	75%	75%	60%	15%	0%
ST. LUCIE	56%	55%	46%	10%	1%
SUMTER	65%	67%	43%	22%	-2%
SUWANNEE	55%	58%	44%	11%	-3%
TAYLOR	59%	61%	46%	13%	-2%
UNION	63%	63%	49%	16%	0%
VOLUSIA	62%	62%	52%	10%	0%
WAKULLA	70%	70%	59%	11%	0%
WALTON	68%	67%	53%	15%	1%
WASHINGTON	62%	61%	50%	12%	1%

## 2010 FCAT Reading Results - Grades 3-10 Percent Comparison by Year and District

Achievement Level 1

District	2010	2009	2001	Change 2001-2010	Change 2009-2010
STATE	18%	18%	32%	-14%	0%
ALACHUA	21%	20%	29%	-8%	1%
BAKER	17%	18%	32%	-15%	-1%
BAY	15%	13%	23%	-8%	2%
BRADFORD	24%	24%	37%	-13%	0%
BREVARD	11%	11%	21%	-10%	0%
BROWARD	18%	18%	31%	-13%	0%
CALHOUN	14%	14%	18%	-4%	0%
CHARLOTTE	14%	14%	24%	-10%	0%
CITRUS	16%	16%	25%	-9%	0%
CLAY	12%	12%	21%	-9%	0%
COLLIER	19%	20%	30%	-11%	-1%
COLUMBIA	17%	17%	30%	-13%	0%
DADE	21%	23%	46%	-25%	-2%
DESOTO	22%	22%	45%	-23%	0%
DIXIE	19%	19%	39%	-20%	0%
DUVAL	21%	21%	33%	-12%	0%
ESCAMBIA	21%	20%	28%	-7%	1%
FLAGLER	17%	16%	21%	-4%	1%
FRANKLIN	23%	24%	32%	-9%	-1%
GADSDEN	32%	33%	52%	-20%	-1%
GILCHRIST	13%	12%	31%	-18%	1%
GLADES	20%	19%	35%	-15%	1%
GULF	15%	15%	26%	-11%	0%
HAMILTON	34%	29%	45%	-11%	5%
HARDEE	23%	23%	39%	-16%	0%
HENDRY	25%	27%	42%	-17%	-2%
HERNANDO	16%	18%	27%	-11%	-2%
HIGHLANDS	22%	22%	32%	-10%	0%
HILLSBOROUGH	20%	21%	30%	-10%	-1%
HOLMES	19%	19%	29%	-10%	0%
INDIAN RIVER	16%	16%	29%	-13%	0%
JACKSON	18%	16%	28%	-10%	2%
JEFFERSON	35%	35%	48%	-13%	0%
LAFAYETTE	17%	19%	24%	-7%	-2%
LAKE	18%	18%	28%	-10%	0%

## Florida Department of Education

District	2010	2009	2001	Change 2001-2010	Change 2009-2010
STATE	18%	18%	32%	-14%	0%
LEE	17%	17%	28%	-11%	0%
LEON	16%	15%	21%	-5%	1%
LEVY	21%	22%	30%	-9%	-1%
LIBERTY	17%	18%	22%	-5%	-1%
MADISON	31%	28%	45%	-14%	3%
MANATEE	20%	19%	28%	-8%	1%
MARION	19%	18%	31%	-12%	1%
MARTIN	13%	12%	22%	-9%	1%
MONROE	16%	16%	24%	-8%	0%
NASSAU	11%	12%	26%	-15%	-1%
OKALOOSA	9%	9%	21%	-12%	0%
OKEECHOBEE	23%	21%	30%	-7%	2%
ORANGE	19%	20%	37%	-18%	-1%
OSCEOLA	23%	23%	38%	-15%	0%
PALM BEACH	18%	18%	33%	-15%	0%
PASCO	17%	16%	29%	-12%	1%
PINELLAS	18%	18%	29%	-11%	0%
POLK	23%	23%	35%	-12%	0%
PUTNAM	23%	22%	38%	-15%	1%
SANTA ROSA	10%	10%	17%	-7%	0%
SARASOTA	12%	12%	22%	-10%	0%
SEMINOLE	11%	11%	22%	-11%	0%
ST. JOHNS	10%	10%	21%	-11%	0%
ST. LUCIE	22%	22%	33%	-11%	0%
SUMTER	15%	14%	35%	-20%	1%
SUWANNEE	21%	18%	33%	-12%	3%
TAYLOR	20%	18%	31%	-11%	2%
UNION	17%	17%	28%	-11%	0%
VOLUSIA	17%	17%	27%	-10%	0%
WAKULLA	12%	12%	18%	-6%	0%
WALTON	12%	13%	25%	-13%	-1%
WASHINGTON	19%	19%	26%	-7%	0%

## 2010 FCAT Mathematics Results - Grades 3-10

### Percent Comparison by Year and District

Achievement Level 3 and Above (On Grade Level and Above)

District	2010	2009	2001	Change 2001-2010	Change 2009-2010
STATE	68%	67%	50%	18%	1%
ALACHUA	67%	65%	55%	12%	2%
BAKER	71%	70%	49%	22%	1%
BAY	70%	71%	53%	17%	-1%
BRADFORD	56%	58%	42%	14%	-2%
BREVARD	77%	77%	63%	14%	0%
BROWARD	71%	71%	54%	17%	0%
CALHOUN	73%	72%	65%	8%	1%
CHARLOTTE	73%	72%	60%	13%	1%
CITRUS	72%	69%	54%	18%	3%
CLAY	75%	74%	59%	16%	1%
COLLIER	66%	65%	55%	11%	1%
COLUMBIA	66%	64%	45%	21%	2%
DADE	65%	63%	38%	27%	2%
DESOTO	65%	62%	36%	29%	3%
DIXIE	67%	64%	37%	30%	3%
DUVAL	64%	63%	42%	22%	1%
ESCAMBIA	62%	62%	48%	14%	0%
FLAGLER	67%	65%	60%	7%	2%
FRANKLIN	62%	62%	44%	18%	0%
GADSDEN	55%	51%	29%	26%	4%
GILCHRIST	78%	75%	57%	21%	3%
GLADES	71%	68%	41%	30%	3%
GULF	70%	67%	54%	16%	3%
HAMILTON	47%	44%	34%	13%	3%
HARDEE	63%	64%	47%	16%	-1%
HENDRY	63%	61%	41%	22%	2%
HERNANDO	68%	67%	50%	18%	1%
HIGHLANDS	63%	63%	47%	16%	0%
HILLSBOROUGH	67%	66%	55%	12%	1%
HOLMES	65%	64%	55%	10%	1%
INDIAN RIVER	68%	68%	50%	18%	0%
JACKSON	68%	68%	51%	17%	0%
JEFFERSON	41%	40%	25%	16%	1%
LAFAYETTE	69%	67%	54%	15%	2%
LAKE	67%	66%	53%	14%	1%

## Florida Department of Education

District	2010	2009	2001	Change 2001-2010	Change 2009-2010
STATE	68%	67%	50%	18%	1%
LEE	67%	66%	52%	15%	1%
LEON	71%	70%	62%	9%	1%
LEVY	64%	62%	51%	13%	2%
LIBERTY	66%	61%	54%	12%	5%
MADISON	48%	43%	31%	17%	5%
MANATEE	62%	62%	52%	10%	0%
MARION	67%	66%	49%	18%	1%
MARTIN	76%	77%	61%	15%	-1%
MONROE	72%	72%	57%	15%	0%
NASSAU	76%	74%	53%	23%	2%
OKALOOSA	79%	79%	60%	19%	0%
OKEECHOBEE	62%	64%	50%	12%	-2%
ORANGE	66%	64%	46%	20%	2%
OSCEOLA	59%	58%	41%	18%	1%
PALM BEACH	72%	70%	51%	21%	2%
PASCO	65%	64%	50%	15%	1%
PINELLAS	66%	66%	52%	14%	0%
POLK	61%	60%	46%	15%	1%
PUTNAM	60%	60%	41%	19%	0%
SANTA ROSA	78%	78%	66%	12%	0%
SARASOTA	75%	75%	63%	12%	0%
SEMINOLE	78%	77%	61%	17%	1%
ST. JOHNS	80%	79%	60%	20%	1%
ST. LUCIE	61%	59%	47%	14%	2%
SUMTER	74%	72%	45%	29%	2%
SUWANNEE	61%	61%	44%	17%	0%
TAYLOR	66%	65%	45%	21%	1%
UNION	68%	66%	51%	17%	2%
VOLUSIA	65%	65%	55%	10%	0%
WAKULLA	75%	72%	59%	16%	3%
WALTON	74%	71%	53%	21%	3%
WASHINGTON	65%	64%	53%	12%	1%

## 2010 FCAT Mathematics Results - Grades 3-10 Percent Comparison by Year and District

Achievement Level 1

District	2010	2009	2001	Change 2001-2010	Change 2009-2010
STATE	14%	14%	29%	-15%	0%
ALACHUA	16%	17%	27%	-11%	-1%
BAKER	12%	12%	28%	-16%	0%
BAY	11%	11%	25%	-14%	0%
BRADFORD	19%	19%	34%	-15%	0%
BREVARD	8%	8%	18%	-10%	0%
BROWARD	12%	12%	26%	-14%	0%
CALHOUN	10%	11%	15%	-5%	-1%
CHARLOTTE	11%	12%	20%	-9%	-1%
CITRUS	10%	12%	23%	-13%	-2%
CLAY	8%	9%	19%	-11%	-1%
COLLIER	15%	16%	24%	-9%	-1%
COLUMBIA	13%	15%	30%	-17%	-2%
DADE	15%	17%	40%	-25%	-2%
DESOTO	14%	15%	40%	-26%	-1%
DIXIE	13%	14%	42%	-29%	-1%
DUVAL	16%	17%	34%	-18%	-1%
ESCAMBIA	17%	18%	29%	-12%	-1%
FLAGLER	13%	15%	20%	-7%	-2%
FRANKLIN	16%	17%	31%	-15%	-1%
GADSDEN	19%	22%	46%	-27%	-3%
GILCHRIST	7%	9%	21%	-14%	-2%
GLADES	11%	12%	33%	-22%	-1%
GULF	10%	12%	25%	-15%	-2%
HAMILTON	25%	29%	42%	-17%	-4%
HARDEE	16%	15%	30%	-14%	1%
HENDRY	16%	18%	36%	-20%	-2%
HERNANDO	12%	13%	25%	-13%	-1%
HIGHLANDS	16%	17%	30%	-14%	-1%
HILLSBOROUGH	15%	16%	23%	-8%	-1%
HOLMES	14%	15%	23%	-9%	-1%
INDIAN RIVER	14%	14%	28%	-14%	0%
JACKSON	13%	13%	26%	-13%	0%
JEFFERSON	31%	34%	50%	-19%	-3%
LAFAYETTE	13%	13%	21%	-8%	0%
LAKE	13%	14%	26%	-13%	-1%

## Florida Department of Education

District	2010	2009	2001	Change 2001-2010	Change 2009-2010
STATE	14%	14%	29%	-15%	0%
LEE	13%	14%	26%	-13%	-1%
LEON	12%	12%	18%	-6%	0%
LEVY	13%	15%	26%	-13%	-2%
LIBERTY	14%	14%	21%	-7%	0%
MADISON	27%	29%	47%	-20%	-2%
MANATEE	17%	17%	25%	-8%	0%
MARION	14%	14%	28%	-14%	0%
MARTIN	9%	9%	20%	-11%	0%
MONROE	11%	11%	20%	-9%	0%
NASSAU	7%	8%	23%	-16%	-1%
OKALOOSA	6%	6%	20%	-14%	0%
OKEECHOBEE	15%	15%	25%	-10%	0%
ORANGE	15%	17%	33%	-18%	-2%
OSCEOLA	19%	20%	35%	-16%	-1%
PALM BEACH	12%	13%	28%	-16%	-1%
PASCO	15%	15%	26%	-11%	0%
PINELLAS	14%	15%	27%	-13%	-1%
POLK	18%	19%	31%	-13%	-1%
PUTNAM	18%	18%	37%	-19%	0%
SANTA ROSA	7%	8%	15%	-8%	-1%
SARASOTA	9%	10%	18%	-9%	-1%
SEMINOLE	8%	9%	20%	-12%	-1%
ST. JOHNS	7%	8%	20%	-13%	-1%
ST. LUCIE	17%	19%	30%	-13%	-2%
SUMTER	9%	10%	33%	-24%	-1%
SUWANNEE	17%	16%	33%	-16%	1%
TAYLOR	14%	14%	32%	-18%	0%
UNION	12%	14%	24%	-12%	-2%
VOLUSIA	15%	15%	24%	-9%	0%
WAKULLA	8%	9%	19%	-11%	-1%
WALTON	9%	10%	23%	-14%	-1%
WASHINGTON	17%	17%	25%	-8%	0%



## 2010 FCAT Science Results - Grades 5

### Percent Comparison by Year and District

Achievement Level 3 and Above (On Grade Level and Above)

District	2010	2009	Change 2009-2010
STATE	49%	46%	3%
ALACHUA	53%	48%	5%
BAKER	47%	41%	6%
BAY	50%	49%	1%
BRADFORD	43%	31%	12%
BREVARD	64%	62%	2%
BROWARD	48%	45%	3%
CALHOUN	53%	50%	3%
CHARLOTTE	56%	50%	6%
CITRUS	56%	55%	1%
CLAY	59%	54%	5%
COLLIER	45%	42%	3%
COLUMBIA	48%	43%	5%
DADE	44%	42%	2%
DESOTO	41%	30%	11%
DIXIE	52%	41%	11%
DUVAL	46%	42%	4%
ESCAMBIA	43%	42%	1%
FLAGLER	47%	45%	2%
FRANKLIN	48%	46%	2%
GADSDEN	29%	33%	-4%
GILCHRIST	54%	51%	3%
GLADES	33%	32%	1%
GULF	51%	52%	-1%
HAMILTON	37%	20%	17%
HARDEE	35%	36%	-1%
HENDRY	35%	30%	5%
HERNANDO	51%	47%	4%
HIGHLANDS	41%	36%	5%
HILLSBOROUGH	46%	45%	1%
HOLMES	49%	36%	13%
INDIAN RIVER	51%	50%	1%
JACKSON	55%	44%	11%
JEFFERSON	15%	15%	0%
LAFAYETTE	55%	48%	7%
LAKE	51%	49%	2%

## Florida Department of Education

District	2010	2009	Change 2009-2010
STATE	49%	46%	3%
LEE	50%	44%	6%
LEON	54%	50%	4%
LEVY	51%	43%	8%
LIBERTY	39%	29%	10%
MADISON	31%	31%	0%
MANATEE	43%	41%	2%
MARION	44%	45%	-1%
MARTIN	54%	53%	1%
MONROE	58%	58%	0%
NASSAU	54%	49%	5%
OKALOOSA	60%	57%	3%
OKEECHOBEE	34%	34%	0%
ORANGE	47%	44%	3%
OSCEOLA	43%	39%	4%
PALM BEACH	54%	53%	1%
PASCO	46%	43%	3%
PINELLAS	48%	46%	2%
POLK	42%	40%	2%
PUTNAM	38%	40%	-2%
SANTA ROSA	63%	62%	1%
SARASOTA	62%	58%	4%
SEMINOLE	63%	59%	4%
ST. JOHNS	67%	60%	7%
ST. LUCIE	40%	38%	2%
SUMTER	60%	51%	9%
SUWANNEE	40%	32%	8%
TAYLOR	35%	28%	7%
UNION	45%	32%	13%
VOLUSIA	54%	52%	2%
WAKULLA	62%	51%	11%
WALTON	57%	49%	8%
WASHINGTON	39%	39%	0%

## 2010 FCAT Science Results - Grades 5 Percent Comparison by Year and District

Achievement Level 1

District	2010	2009	Change 2009-2010
STATE	19%	21%	-2%
ALACHUA	20%	26%	-6%
BAKER	19%	24%	-5%
BAY	17%	20%	-3%
BRADFORD	25%	31%	-6%
BREVARD	10%	11%	-1%
BROWARD	19%	22%	-3%
CALHOUN	12%	18%	-6%
CHARLOTTE	12%	17%	-5%
CITRUS	13%	13%	0%
CLAY	11%	15%	-4%
COLLIER	20%	24%	-4%
COLUMBIA	17%	18%	-1%
DADE	24%	26%	-2%
DESOTO	25%	28%	-3%
DIXIE	14%	17%	-3%
DUVAL	21%	24%	-3%
ESCAMBIA	24%	25%	-1%
FLAGLER	18%	18%	0%
FRANKLIN	17%	23%	-6%
GADSDEN	28%	30%	-2%
GILCHRIST	12%	9%	3%
GLADES	24%	26%	-2%
GULF	13%	15%	-2%
HAMILTON	37%	38%	-1%
HARDEE	28%	26%	2%
HENDRY	25%	29%	-4%
HERNANDO	16%	20%	-4%
HIGHLANDS	23%	29%	-6%
HILLSBOROUGH	22%	24%	-2%
HOLMES	19%	30%	-11%
INDIAN RIVER	18%	17%	1%
JACKSON	15%	23%	-8%
JEFFERSON	47%	38%	9%
LAFAYETTE	11%	22%	-11%
LAKE	17%	19%	-2%

## Florida Department of Education

District	2010	2009	Change 2009-2010
STATE	19%	21%	-2%
LEE	17%	21%	-4%
LEON	16%	18%	-2%
LEVY	14%	27%	-13%
LIBERTY	21%	35%	-14%
MADISON	42%	42%	0%
MANATEE	24%	25%	-1%
MARION	22%	22%	0%
MARTIN	16%	16%	0%
MONROE	12%	15%	-3%
NASSAU	14%	17%	-3%
OKALOOSA	11%	11%	0%
OKEECHOBEE	23%	23%	0%
ORANGE	21%	23%	-2%
OSCEOLA	23%	26%	-3%
PALM BEACH	17%	18%	-1%
PASCO	18%	21%	-3%
PINELLAS	19%	22%	-3%
POLK	23%	26%	-3%
PUTNAM	24%	23%	1%
SANTA ROSA	10%	10%	0%
SARASOTA	12%	14%	-2%
SEMINOLE	11%	14%	-3%
ST. JOHNS	8%	12%	-4%
ST. LUCIE	23%	26%	-3%
SUMTER	11%	16%	-5%
SUWANNEE	26%	27%	-1%
TAYLOR	30%	24%	6%
UNION	17%	33%	-16%
VOLUSIA	15%	16%	-1%
WAKULLA	8%	11%	-3%
WALTON	12%	17%	-5%
WASHINGTON	26%	25%	1%

## 2010 FCAT Science Results - Grades 8

### Percent Comparison by Year and District

Achievement Level 3 and Above (On Grade Level and Above)

District	2010	2009	Change 2009-2010
STATE	43%	41%	2%
ALACHUA	45%	44%	1%
BAKER	41%	44%	-3%
BAY	47%	48%	-1%
BRADFORD	32%	27%	5%
BREVARD	58%	58%	0%
BROWARD	45%	42%	3%
CALHOUN	51%	42%	9%
CHARLOTTE	50%	46%	4%
CITRUS	49%	45%	4%
CLAY	51%	48%	3%
COLLIER	44%	40%	4%
COLUMBIA	36%	33%	3%
DADE	34%	34%	0%
DESOTO	25%	25%	0%
DIXIE	51%	43%	8%
DUVAL	41%	40%	1%
ESCAMBIA	38%	34%	4%
FLAGLER	42%	45%	-3%
FRANKLIN	45%	35%	10%
GADSDEN	17%	17%	0%
GILCHRIST	68%	59%	9%
GLADES	39%	21%	18%
GULF	41%	36%	5%
HAMILTON	22%	19%	3%
HARDEE	33%	21%	12%
HENDRY	26%	25%	1%
HERNANDO	45%	36%	9%
HIGHLANDS	34%	33%	1%
HILLSBOROUGH	45%	43%	2%
HOLMES	37%	41%	-4%
INDIAN RIVER	43%	42%	1%
JACKSON	44%	39%	5%
JEFFERSON	20%	15%	5%
LAFAYETTE	33%	61%	-28%
LAKE	45%	42%	3%

## Florida Department of Education

District	2010	2009	Change 2009-2010
STATE	43%	41%	2%
LEE	41%	39%	2%
LEON	50%	46%	4%
LEVY	44%	41%	3%
LIBERTY	54%	29%	25%
MADISON	21%	20%	1%
MANATEE	38%	37%	1%
MARION	40%	40%	0%
MARTIN	57%	54%	3%
MONROE	54%	46%	8%
NASSAU	53%	48%	5%
OKALOOSA	62%	62%	0%
OKEECHOBEE	32%	32%	0%
ORANGE	39%	38%	1%
OSCEOLA	33%	33%	0%
PALM BEACH	50%	46%	4%
PASCO	44%	43%	1%
PINELLAS	40%	40%	0%
POLK	34%	33%	1%
PUTNAM	30%	29%	1%
SANTA ROSA	61%	59%	2%
SARASOTA	53%	54%	-1%
SEMINOLE	56%	53%	3%
ST. JOHNS	60%	60%	0%
ST. LUCIE	38%	36%	2%
SUMTER	47%	45%	2%
SUWANNEE	39%	47%	-8%
TAYLOR	39%	43%	-4%
UNION	46%	44%	2%
VOLUSIA	44%	46%	-2%
WAKULLA	58%	47%	11%
WALTON	50%	43%	7%
WASHINGTON	42%	39%	3%

## 2010 FCAT Science Results - Grades 8 Percent Comparison by Year and District

Achievement Level 1

District	2010	2009	Change 2009-2010
STATE	25%	27%	-2%
ALACHUA	28%	30%	-2%
BAKER	23%	21%	2%
BAY	21%	18%	3%
BRADFORD	33%	44%	-11%
BREVARD	14%	14%	0%
BROWARD	24%	27%	-3%
CALHOUN	16%	24%	-8%
CHARLOTTE	19%	23%	-4%
CITRUS	21%	23%	-2%
CLAY	18%	20%	-2%
COLLIER	25%	28%	-3%
COLUMBIA	30%	33%	-3%
DADE	33%	34%	-1%
DESOTO	37%	40%	-3%
DIXIE	16%	24%	-8%
DUVAL	28%	28%	0%
ESCAMBIA	29%	33%	-4%
FLAGLER	23%	23%	0%
FRANKLIN	29%	28%	1%
GADSDEN	44%	55%	-11%
GILCHRIST	9%	13%	-4%
GLADES	30%	45%	-15%
GULF	27%	33%	-6%
HAMILTON	47%	49%	-2%
HARDEE	34%	44%	-10%
HENDRY	35%	40%	-5%
HERNANDO	22%	30%	-8%
HIGHLANDS	32%	34%	-2%
HILLSBOROUGH	25%	27%	-2%
HOLMES	29%	29%	0%
INDIAN RIVER	26%	26%	0%
JACKSON	22%	25%	-3%
JEFFERSON	45%	54%	-9%
LAFAYETTE	28%	13%	15%
LAKE	23%	25%	-2%

## Florida Department of Education

District	2010	2009	Change 2009-2010
STATE	25%	27%	-2%
LEE	26%	26%	0%
LEON	21%	24%	-3%
LEVY	20%	27%	-7%
LIBERTY	13%	32%	-19%
MADISON	50%	60%	-10%
MANATEE	26%	26%	0%
MARION	27%	27%	0%
MARTIN	16%	18%	-2%
MONROE	17%	20%	-3%
NASSAU	15%	19%	-4%
OKALOOSA	11%	11%	0%
OKEECHOBEE	30%	30%	0%
ORANGE	28%	30%	-2%
OSCEOLA	33%	34%	-1%
PALM BEACH	21%	26%	-5%
PASCO	21%	22%	-1%
PINELLAS	27%	28%	-1%
POLK	32%	35%	-3%
PUTNAM	33%	37%	-4%
SANTA ROSA	11%	13%	-2%
SARASOTA	18%	19%	-1%
SEMINOLE	16%	17%	-1%
ST. JOHNS	13%	14%	-1%
ST. LUCIE	28%	33%	-5%
SUMTER	26%	24%	2%
SUWANNEE	26%	20%	6%
TAYLOR	29%	27%	2%
UNION	19%	26%	-7%
VOLUSIA	23%	23%	0%
WAKULLA	16%	16%	0%
WALTON	22%	24%	-2%
WASHINGTON	21%	26%	-5%



## 2010 FCAT Science Results - Grades 11 Percent Comparison by Year and District

Achievement Level 3 and Above (On Grade Level and Above)

District	2010	2009	Change 2009-2010
STATE	38%	37%	1%
ALACHUA	42%	40%	2%
BAKER	37%	30%	7%
BAY	43%	42%	1%
BRADFORD	35%	31%	4%
BREVARD	53%	55%	-2%
BROWARD	36%	35%	1%
CALHOUN	38%	36%	2%
CHARLOTTE	36%	37%	-1%
CITRUS	39%	39%	0%
CLAY	42%	36%	6%
COLLIER	34%	33%	1%
COLUMBIA	30%	33%	-3%
DADE	30%	29%	1%
DESOTO	25%	22%	3%
DIXIE	25%	27%	-2%
DUVAL	43%	40%	3%
ESCAMBIA	40%	38%	2%
FLAGLER	38%	36%	2%
FRANKLIN	27%	15%	12%
GADSDEN	12%	7%	5%
GILCHRIST	59%	48%	11%
GLADES	30%	31%	-1%
GULF	42%	30%	12%
HAMILTON	19%	17%	2%
HARDEE	24%	21%	3%
HENDRY	23%	16%	7%
HERNANDO	37%	32%	5%
HIGHLANDS	30%	28%	2%
HILLSBOROUGH	44%	40%	4%
HOLMES	34%	39%	-5%
INDIAN RIVER	39%	38%	1%
JACKSON	35%	35%	0%
JEFFERSON	11%	5%	6%
LAFAYETTE	18%	17%	1%
LAKE	33%	33%	0%

## Florida Department of Education

District	2010	2009	Change 2009-2010
STATE	38%	37%	1%
LEE	33%	31%	2%
LEON	47%	46%	1%
LEVY	36%	37%	-1%
LIBERTY	35%	21%	14%
MADISON	16%	21%	-5%
MANATEE	37%	35%	2%
MARION	36%	36%	0%
MARTIN	52%	51%	1%
MONROE	40%	37%	3%
NASSAU	37%	38%	-1%
OKALOOSA	54%	53%	1%
OKEECHOBEE	35%	39%	-4%
ORANGE	37%	39%	-2%
OSCEOLA	30%	30%	0%
PALM BEACH	46%	41%	5%
PASCO	37%	35%	2%
PINELLAS	36%	35%	1%
POLK	31%	28%	3%
PUTNAM	27%	25%	2%
SANTA ROSA	47%	52%	-5%
SARASOTA	45%	43%	2%
SEMINOLE	51%	50%	1%
ST. JOHNS	53%	52%	1%
ST. LUCIE	31%	28%	3%
SUMTER	46%	42%	4%
SUWANNEE	39%	32%	7%
TAYLOR	29%	30%	-1%
UNION	35%	36%	-1%
VOLUSIA	42%	40%	2%
WAKULLA	49%	44%	5%
WALTON	36%	36%	0%
WASHINGTON	31%	33%	-2%

## 2010 FCAT Science Results - Grades 11 Percent Comparison by Year and District

Achievement Level 1

District	2010	2009	Change 2009-2010
STATE	28%	31%	-3%
ALACHUA	30%	32%	-2%
BAKER	28%	35%	-7%
BAY	22%	25%	-3%
BRADFORD	29%	29%	0%
BREVARD	16%	16%	0%
BROWARD	29%	32%	-3%
CALHOUN	23%	23%	0%
CHARLOTTE	30%	29%	1%
CITRUS	25%	25%	0%
CLAY	25%	30%	-5%
COLLIER	34%	39%	-5%
COLUMBIA	30%	34%	-4%
DADE	36%	40%	-4%
DESOTO	35%	43%	-8%
DIXIE	49%	26%	23%
DUVAL	21%	25%	-4%
ESCAMBIA	24%	26%	-2%
FLAGLER	30%	27%	3%
FRANKLIN	33%	45%	-12%
GADSDEN	53%	61%	-8%
GILCHRIST	9%	15%	-6%
GLADES	48%	38%	10%
GULF	22%	36%	-14%
HAMILTON	47%	68%	-21%
HARDEE	31%	45%	-14%
HENDRY	42%	51%	-9%
HERNANDO	26%	32%	-6%
HIGHLANDS	36%	39%	-3%
HILLSBOROUGH	24%	28%	-4%
HOLMES	27%	26%	1%
INDIAN RIVER	25%	28%	-3%
JACKSON	29%	29%	0%
JEFFERSON	49%	69%	-20%
LAFAYETTE	51%	46%	5%
LAKE	32%	34%	-2%

## Florida Department of Education

District	2010	2009	Change 2009-2010
STATE	28%	31%	-3%
LEE	29%	36%	-7%
LEON	23%	26%	-3%
LEVY	30%	29%	1%
LIBERTY	28%	22%	6%
MADISON	50%	54%	-4%
MANATEE	27%	31%	-4%
MARION	30%	31%	-1%
MARTIN	16%	19%	-3%
MONROE	26%	29%	-3%
NASSAU	21%	25%	-4%
OKALOOSA	14%	17%	-3%
OKEECHOBEE	29%	31%	-2%
ORANGE	29%	30%	-1%
OSCEOLA	36%	36%	0%
PALM BEACH	25%	30%	-5%
PASCO	26%	30%	-4%
PINELLAS	31%	36%	-5%
POLK	35%	41%	-6%
PUTNAM	41%	40%	1%
SANTA ROSA	17%	17%	0%
SARASOTA	22%	27%	-5%
SEMINOLE	17%	19%	-2%
ST. JOHNS	15%	20%	-5%
ST. LUCIE	35%	39%	-4%
SUMTER	16%	24%	-8%
SUWANNEE	27%	38%	-11%
TAYLOR	29%	38%	-9%
UNION	28%	27%	1%
VOLUSIA	24%	26%	-2%
WAKULLA	20%	24%	-4%
WALTON	23%	24%	-1%
WASHINGTON	25%	30%	-5%